

Kentucky Marker Papers

Grades 9-12



Kentucky Department
of Education

Summer 2002

Gene Wilhoit, Commissioner
Kentucky Department of Education

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Grateful appreciation is also extended to the hundreds of student writers and their teachers who submitted pieces of writing for consideration in this project.

A Guide for the Kentucky Marker Papers, Grades 9-12

Purpose of this document

The marker papers provide answers to these questions:

- What is good writing supposed to look like at the grade level I teach?
- What lessons should I teach to enable my students to become competent writers?

Contents of this document

Linking Suggestions

In order to organize a Primary – Grade 12 Marker Paper document, the following linking suggestions are provided.

- Use “Primary – Grade 12” Cover Page (provided in this packet)
- Use Table of Contents pages from the “Primary - Grade 8” and “Grade 9 -12” packets
- Either place the 9-12 marker papers after the correlating P-8 markers or combine the packets by page number.

Marker Papers

The marker papers are examples of competent student work at each grade level. The papers illustrate the progression of key writing skills in specific types of writing. Each piece is annotated to show the skills that the writer has demonstrated in that piece of writing.

The marker papers represent end-of-the-year writing, the result of a year of effective instruction. For example, a year of effective instruction should move a ninth grade competent writer to competency by the end of the tenth grade year. Continuous progress and instruction are essential for these markers to be met.

Grades 9-12 Skills Lists

A skills list for writing appears at the beginning of each set of markers.

Using Kentucky’s criteria for writing, the grades 9-12 skills lists describe skills specific to each type of writing included in this document. (*The skills lists for personal essay, play/skit, and speech will be added prior to completion of those continuums.*) As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills. Annotations on each piece relate to the skills on the list for the specific type of writing.

Next Lessons

The “Next Lessons,” which appear at the end of each marker paper, reinforce the idea that teachers use student work to make decisions about instructional priorities. The “Next Lessons” suggest one or more skills that the student writer needs to learn in order to continue progressing. Because the marker papers are finished pieces, the “Next Lessons” are not conferencing notes but instead guides for future instruction.

Distribution of this document

- In order to better understand a school-wide and district-wide writing program, all teachers need access to the P-12 Marker Paper document. It may not be necessary that all teachers have a personal copy of the P-12 continuum.
- Do not provide each teacher with only his/her grade level continuum. In order to assist the developmental needs of all students in our classrooms, teachers will want a continuum range for each genre.

Use of this document

In order to use these materials, you should

1. Study the marker papers for a specific type of writing from grade 9 – grade 12. Read the annotations to notice how specific skills are demonstrated in each piece.
2. Locate the marker paper or papers that demonstrate the level of writing at which students at your grade level should be performing.
3. Read one of your student’s pieces of writing to determine the skills that are evidenced in his/her writing.
4. Find the marker paper or papers that demonstrate a level of skills similar to those of your student.
5. Determine the next lessons to teach in order to enable the student to move toward the goal for his/her grade level.

The Marker Paper document does not replace the *Kentucky Writing Portfolio: Writing Portfolio Scoring Teacher’s Handbook* but can be an effective tool to guide analysis and instruction.

Kentucky Marker Papers

Primary – Grade 12



**Kentucky Department
of Education**

Summer 2002

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Kentucky Department of Education**

Personal Narrative Grades 9-12 Skills List

The writer of a competent personal narrative demonstrates most or all of the following skills:

PURPOSE/AUDIENCE

- focuses on the purpose of relating the significance of one event in the life of the writer
- communicates the significance of the event to the reader
- narrows the topic
- uses an individual voice
- creates a title which captures the essence of the piece and creates reader interest

IDEA DEVELOPMENT/SUPPORT

- develops ideas by using relevant supporting details from life experiences
- describes emotions, thoughts, and actions to relate the event
- develops the people in the narrative
- develops the action of the narrative
- uses dialogue effectively
- weaves setting details into the narrative
- uses sensory details

ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the narrative into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the narrative effectively

SENTENCES

- writes complete and varied sentences

LANGUAGE

- chooses language appropriate to the audience and purpose
- writes in first person
- uses descriptive language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

CORRECTNESS

- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

Grade 9 – Personal Narrative

LIFE'S LESSONS

Title captures purpose

uses first person pt. of view

Engaging and focuses on the purpose

It was a summer of love. It was a summer of heartache. It was a summer in which I learned one of life's most important lessons.

I was around nine years old, as well as he. We lived two houses apart and had known each other all our lives. But that summer we became much closer than either one of us could have imagined.

weaves setting detail

Variety of sentences

His name was Trenton. He had blond hair that was always brushing the tops of his eyes, sometimes I wondered why he didn't complain about it getting in the way. Nonetheless, it was nothing short of beautiful to me. But, by far, his best feature was his eyes. He had the most stunning blue eyes I'd ever seen. I can still see them staring back at me.

Sensory detail

I think it was sometime in June, because it had just began to get smouldering hot out, when I heard a knock at the door. "Danielle you have a friend here!" My mom yelled from the living room.

"Who is it, Mom?"

"I believe it's that little Trenton from bdown the road."

I knew the name but, like I said, I hadn't known him very well before that summer. "Coming," I replied.

I approached the door. "Hey," I said. "Whats up?"

"My friend Matt was supposed to come up today and we were going to go the pond, but he couldn't. Sick or something. Anyway, I was wondering if you wanted to come."

He was so cute! I really hadn't realized till now, but he was just adorable. "Uh-huh," I said stupidly. Like that was any kind of answer.

"So, you do?" He said as if he wasn't sure if that was an answer or not.

"Yeah. Just let me ask my mom."

She agreed and I couldn't help but think as I laced up my shoes how incredibly happy I was that he had asked me. Of all the friends he must have, he asked me. I was convinced that that had to have meant something.

Describes thoughts & actions

Transition

After lacing my shoes I ran out the front door and stood on the porch to find him waiting in the driveway. I remember distinctly standing on that porch for a moment and soaking the picture of him in my driveway in. Then I ran to him.

"So, where is this pond?" I asked as we exited my driveway and began walking down the road.

"Well, you cross the creek right up here and there's a path," he said as he pointed towards the creek. He looked away from the path to me. Our eyes really locked for the first time. "Takes you right up to the pond."

"OK," I said somewhat dreading the walk but still grinning inside at us having made eye contact.

We walked about two minutes down the road until we ran upon the well beaten path. It lead very far into the hills.

"OK, now we have to cross the creek," he said reluctantly. "Come on, I'll help you."

He jumped from rock to rock all the way across the creek. He made it look so easy. I could Tell he'd done it mant times before.

"Now jump on that rock," he ^{said as} ~~said~~ he pointed to a big rock about one foot into the water.

Precise verbs

Dialogue moves the plot

Voice

I did, and almost (fell), too. Then he (grabbed) my hand and said "One big jump and you're over the creek."

Precise verbs

I did as he had (directed) once again and he (held) my hand the whole time.

Weaves setting detail

"That was fairly easy," I said out of breath.

"See, it's not that hard."

The path was long. We walked for about fifteen minutes non-stop. But I soon found out it was well worth it.

We approached a huge clearing. There was a big ring of land with trees all around it. In the middle there was a beautiful pond. The water was not blue, as could be expected, but rather a real pretty nature-like green. And the scenery was just Breath-taking. Some of the largest and most beautiful trees I've ever seen.

Descriptive language

"Pretty, huh?" Trenton said as he looked around with a smile on his face. It was almost as if he thought of it as being his.

"Yes. Very pretty. How long have you known about this?" I asked.

"I found it last year and Matt and me have been coming up here ever since. Much better than a clubhouse, wouldn't you say?"

Weaves setting detail creates mood

"Definitely," I said agreeingly.

He showed me around. Gave me a tour of the place you might say. Then he showed me what he called "our seats". They were two big rocks close enough to the pond to stick your feet in it while you were sitting on them. Which actually became one of our favorite things to do up there.

"Sometimes," he said quietly, "I like to lay on my rock and watch the clouds go by. You never really realize how fast they're going till you stare at them for a while."

By the time he had finished saying this he was down to a whisper and had began to lay on his rock and stare into the sky. It was truly a Kodak moment. I couldn't help stare for a while before joining him.

Sensory detail

As the days went by Trenton and I became much closer. We were now making regular trips up to the pond, which we soon came to refer to as "our own little world".

Even though we never really did much up there besides skipping rocks and watching the clouds, I feel like I did a lot of growing up up there. Simply because we did so much talking. I mean it was really the first time I'd had a serious discussion with one of my peers. He listened to everything I had to say. And I did the same for him. And we both had a mutual respect for one another because of that.

Reveals insights

I remember the day as if it were yesterday. I hadn't seen Trenton in three days, which was very odd. So I decided to take myself a little walk down to his house to make sure he wasn't sick or anything. I walked up the long, narrow driveway, practically had to climb up the steps (they were so huge), and rang the doorbell. A woman who I supposed was his mom answered quite quickly.

"Hello. Can I help you?"

"Yes, I'm Danielle. I'm here to see Trenton," I said in my most polite tone.

"Oh! You must be the girl he's been visiting so much lately."

Individual voice

You are such a cutie, you know that," she said with a remarkable grin.

"Thank you," I said quickly, obviously trying to get the chit-chat over with. "May I see him now?"

"Honey he's packing at the moment. Has been for two days now, don't know what's taking the boy so long. Perhaps you could come see him early tomorrow before we leave."

"Leave?" I said nervously. "Where are you going?"

"He didn't tell you?" she said with a concerned look.

I shook my head.

"Honey we're moving tomorrow," her voice was so low it was near a whisper. "To Owensboro. He's known for months now I can't imagine why he wouldn't have told you."

"That's okay," I said trying my best to hold back the tears.

"Just tell him I stopped by." *Precise verb*

And with that, Isprinted off the porch, jumped over those big steps, and ran as fast as I could back home with tears rolling down my cheeks.

I stopped at the front door remembering that I couldn't show my face at the moment. So I took a seat on the porch and finished my crying. Then I went in the house, took a shower, and went to bed that night without dinner.

The next morning I was awakened by my mother yelling "Get up, Danielle! That little boy's here."

I jumped from my bed and unraveled myself from my pony decorated sheets. I knew instantly who the "little boy" was. It was Trenton. He had come to say that he was going to stay. That he couldn't possibly leave the pond...or me.

I slipped on some clothes, sleepy-eyed I might add, and ran through the house. I opened my front door and stepped out onto my front porch to find him standing in my driveway with his hands in his pockets, staring at the creek, waiting for me.

I walked slowly up to him, not really wanting him to pick up on my eagerness, and said "What's up?" in a cracky morning voice.

He looked at me with those beautiful blue eyes. "Nothing much. Just wanted to say goodbye."

Goodbye? I thought. Oh please no, Not goodbye.

"We're leaving in a few minutes I'm really not looking forward to the drive."

"Is this for good?" I asked softly.

"As far as I know."

"Why didn't you tell me? Why didn't you tell me sooner? Your mother said you knew." I said accusingly.

"Danielle, I was having fun. And I hope you were too. I didn't want to ruin that. If I had told you, we probably wouldn't have the memories we have now."

Hearing that made me feel terrible for having been mad at him for not telling me.

"Will I ever see you again?" I said fighting the tears with everything in me.

"Yeah. I'll visit all the time."

"Promise?" I said almost doubting his words.

"Promise."

And with that, he was gone. *Transition* And despite his promise I never saw him again. I got a letter from him about two years

ago thanking me for all the great times I'd given him. He didn't

Dialogue develops character of mother

*Transition
Precise verbs*

Continues to focus on the significance of the event

*Voice
Descriptive sensory language*

Communicates emotion w/ variety of sentence structures

Effective dialogue

Communicates emotion

Variety in sentence structures

send me a picture and asked that I not send him one. He said that he wanted to remember me just the way I was in his mind. And he asked that I do the same for him. That request made me cry. *Reveals thoughts*

That summer taught me a lot. I learned how to do such things as skip rocks and catch minnows in a pond. But most importantly I learned how important it is to cherish the relationships you have with people. Because you never know when they'll no longer be there to watch the clouds roll by with you.

Conclusion attempts reflection on the event

Connects to earlier details in order to conclude the narrative effectively

NEXT LESSONS

- Experiment with organizational techniques (i.e., flashback, foreshadowing)
- Refine embedded reflection and authentic voice

Grade 10 – Personal Narrative

- focuses on a narrow topic

writes
in first
person

The Leader *Title hints at purpose*

I got out of the van and gazed into the endless gray sky. The rain came down as a light mist in front of a majestic scene of natural wonder. This was an arid region of the Texas panhandle. Yet it was raining. Off in the distance there was a dark, looming silhouette of a giant dome was barely visible in the foggy air. It was Enchanted Rock, the largest solid piece of granite in the world. It was so named because after being exposed to the hot, prairie sun all day at night it moaned as it cooled. This was Enchanted Rock National Park. We wouldn't reach the rock for another two days.

Descriptive language develops mood and tone

Attempts to weave in setting details

However, it was doubtful we would hear the sleeping giant moan on this trip. It was unseasonably cold and the sun had hidden itself behind rain clouds. I was on my first real hiking trip. Wide-eyed in awe of the natural beauty that surrounded me. I stood next to my scoutmaster. I remember him being a giant bear of a man. He stood a towering two feet taller than me as he oversaw the action of the boys getting their gear together from under his cowboy hat. "We're finally here," he said to me after finally noticing my presence. He was a man of few words.

Repetition acts as transition

"Yep, and what nice weather we're having," I said looking back up at him with a smile. He smiled back and laughed a little.

Dialogue establishes an ironic tone & develops character

Descriptive language develops character

"I've been thinking," he said as he looked down to me after a short pause. The rain dripped off the brim of his cowboy hat as he spoke. "I'm going to take all the older guys with me on a more extensive hike. The younger guys won't be able to handle it and their going to need an acting senior patrol leader to keep them in line. You no how those guys don't listen to adults. Maybe they'll respond better to you."

Vivid details
develop
character

I looked back at him with a look of immediate surprise. I was honored that he chose me for such a position of responsibility. He put his large hand on my shoulder. ("You have what it takes to be their leader. I know you'll do an excellent job. I wouldn't expect anything less from you.")

Dialogue
develops
character

Interior
monologue
attempts to
connect with
audience and
focus on
purpose

"Thank you, sir," I said with great pride in my voice.

Fueled with my newfound self-confidence, I rounded up the junior scouts who had already gathered their gear and led them out of the parking lot and onto the trail. With a map in my hand provided by the National Park Service, the rain on my back, and some spring in my step I led the reluctant boys on the two-mile hike to the campsite. The older scouts under the leadership of our scoutmaster headed off towards the rock.

Varied sentence
structures

Language
develops the
writer's voice

We arrived at our destination soaked to the bone and tired from our travel. Soon the reality of my responsibility began to sink in. A certain group of boys, who were notorious troublemakers, would not follow

Details
develop characters

Attempt to focus
on significance
and purpose
of event

directions. The four of them did everything together. They always huddle together whispering and plotting their next scheme. These boys were

Language
develops
character

(consistently unprepared and over zealous, rushing into every situation) and going off half cocked. They never took the time to prepare properly at camp

Jorshadewing

and they would rather wonder around in the woods by themselves. When you are camping in bad weather, there are certain procedures to be followed.

Attempt to
communicate
to audience

I directed them to set up their tent on high ground because I feared the rain wouldn't let up. (Being rebellious by nature and having no respect for

authority, they refused to listen.)

Jorshadewing

Interior monologue
attempts to connect
with audience and
further identify
purpose

I found myself posed with a decision. Do I order them to set up their tent on high ground? Or do I allow them the opportunity to learn for themselves? I knew that (experience is the best teacher) and I let them proceed in their ignorance. I sat back and smiled because all I had to do now was wait.

Jorshadewing

As the gloomy afternoon faded into the black of night the rain increased in intensity and the wind blew hard. The sky would light up with

Descriptive
language weaves
setting

a flash of lighting followed by a crack of thunder. I ordered everyone into their tents for the night to get out of the rain. (Before I turned in for the night

I saw four images walking away from the campsite and disappear into a thicket.)

Details develop action

(Knowing these boys didn't lack the common sense to eventually get out of the rain I retired to my tent. The night slowly marched on and the weather grew worse. I heard the defiant boys talking and laughing as they made their way back to the tent around two in the morning. I smiled to myself, rolled over, and went back to sleep. "Just wait," I thought, "Just you wait.")

*Interior monologue
attempts to
engage audience
and foreshadow
conclusion*

I woke up at 5:30 in the morning. The sun was just making its way over Enchanted Rock and illuminating the puddles of standing water on the ground. Mocking birds were chirping in greeting the sun as it rose. As senior patrol leader was my job to wake up the boys and get breakfast going. I pulled on my boots and walked towards the tent that housed the insubordinate youths. My leather boots stomped through the mud as I walked past a shimmering patch of grass to the tent.

*Descriptive language
weaves setting
into narrative*

When I reached the tent I unzipped it and peered in. There sat the four lads in a giant puddle. They looked like drowned rats. All of their gear from their sleeping bags to their packs was soaked. They squinted at the light that poured through the open flap of the tent and they shielded their eyes as they looked at me.

*Language hints
at change in
characters*

(I chose not to rub the incident in their face because I assumed I had made my point.)

*Attempts to
communicate
significance of
the event*

(Knowing these boys didn't lack the common sense to eventually get out of the rain I retired to my tent. The night slowly marched on and the weather grew worse. I heard the defiant boys talking and laughing as they made their way back to the tent around two in the morning. I smiled to myself, rolled over, and went back to sleep. "Just wait," I thought, "Just you wait.")

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attempts to engage audience and foreshadow conclusion

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Language hints at change in characters

(I chose not to rub the incident in their face because I assumed I had made my point.)

Attempts to communicate significance of the event

"You have ten minutes to get up and dressed," I said calmly into the tent. "You four have to cook breakfast this morning. Oh yeah, don't ever sneak out after curfew again."

Last two paragraphs attempt a subtle definition of "leader"

NEXT LESSON

- Elaborate upon details and reflection in order to meet the needs of the audience

Grade 11 – Personal Narrative

• Narrative focuses on a short time span

• Writes in first person

Engaging lead

Of Marching and Life

Title captures essence of the piece

Exer. w/ punctuation

Beads of perspiration wet my forehead as I snapped the white plume on top of my blue and green hat and slid them both high above my matted black hair. I could smell the material of the uniform pants and jacket as I pulled them over on top of my clothes. The stench wrinkled my nose. It didn't smell bad, but it was both new and peculiar to me. As I laced up my white Dinkle marching shoes, I quickly glanced at the mirror before me. This is not right, I thought, now stopping what I was doing. I stood up to my full height, for all my four foot eight inches was worth. My thin frame did not come close to filling up my suit, and the hat was big, allowing me to barely see the reflection of my almond brown eyes peering from beneath. Everything fit me, and yet it looked so stupid before my eyes. I looked at the mirror for what seemed as ages, until I found myself being watched. I looked up to see Megan and Kelly, two of my closest friends, come into the room.

Precise language

Interior monologue

Immer- conflict

Intro. of characters acts as transition
"I don't think I can march with these big baggy pants," I complained, hearing my voice rise as I talked. "They're only about half an inch from the ground!"

"You need to adjust your suspenders," Megan reminded me, already at my side in assistance.

"Don't worry," Kelly said, "We all look stupid." Her dark eyes searched her own uniform, and we followed in unison. "I bet we'll get used to it soon. It doesn't seem the seniors have a problem with them!"

"I hope so," said Megan flatly.

"Yeah," I argued, "but they're all tall. They look halfway decent. Do we? No!!" I cut myself short, suddenly feeling that I was acting like a baby.

Megan stood back at arms' length, looking pleased at my pants. I had to admit that they did look much better now that she had tightened the suspenders, but that still didn't make up for the broad shoulders.

"They don't look bad at all. We'll have to stand straight for the marching, and they won't look as bad as you think," Kelly said. She must have seen my expression as I looked myself over. I stood straight before the mirror and saw the shoulder pads go back into a normal position. I looked much better.

"There you are, guys! We've gotta go!" Ronny said as she burst through the door into the room. I had known Ronny for three years, and she had become one of my closest friends.

Honest and caring, we still knew that even she was not perfect. Signifies development of character

"Why?" I asked, skeptical. We all knew our friend had a slight tendency to overreact.

"Because it's time to go outside. We've gotta march, if you didn't forget," she said, a knot forming above her eyebrow. "Mr. Reese is talking."

With that, we grabbed our clarinets nearby and ran out the door in complete dishevel.

— Appropriate use of space —

Transition As we ran out onto the front lawn of the school to meet the band, we realized we were late. The band, fully dressed and in uniform, were standing straight in silence, with their instruments ready in their hands. By the time my friends and I had found our positions, Mr. Reese was almost done with his speech.

"You have all worked hard," he was saying, "each and every one of you. Tonight is a beginning for some, and an ending for others. Tonight determines how we do the rest of the season." He held up a white cue ball. "I have always had a cue ball, one that determines your wins, your losses. Tonight, I come here with a blank one. You write your perfection... you write

Purposeful dialogue helps develop characters

Voice in dialogue connects w/ audience

Dialogue emphasizes purpose

Sophisticated use of punctuation

your losses. I can't do that for you, and obviously, neither can the ball. I can only encourage you to make this night a success. I only ask one thing...Let's do this North Style!"

Effective transition With that we all started whooping and yelling, until ReAnne, the drum major, put her hands up for silence. Then the drum cadences began and we all marched in unison, forming a tidy, single file line behind the saxophones. As we marched up the rounding path to the football field, I watched in wonderment as the line curved with the road before me. All of our feet were rising and falling at the same time, a blue and green caterpillar crawling slowly up the black pavement. We stopped marching only to get in our pre-set positions before we marched on the field. Then we marched on in small and tidy lines, and before we knew it we were in our places playing The Star Spangled Banner. I listened to the whole band while playing my clarinet, my air filling the instrument and mixing in harmony with them.

Details dignify purpose

It was half time and my stomach had butterflies. I was scared, and looking around to my friends, I saw they were, too. I knew this time we had to march. It was the first time I had marched in a performance in my life. As we bumped down the bleachers, my stomach got tighter and I descended to the ground to go to the football field.

I was surprised when we marched on that my feet kept the steady rhythm of the drums. I was also aware of the movement my hat was making as my plume swayed high above me with every step. I felt the crowd could see me perfectly because, looking ahead, I saw no one else bobbing as I was.

Establishes purpose for character I silently prayed that we would not make it to the sideline, but we arrived there anyway, and all soon enough. The cadences again began, and we marched onto the field. I looked nervously over at Kelly and managed a smile. She looked as if she were going to throw up. I was afraid I would lose my step when a senior, Mark, started the rhythmic "left...left..." behind me. He had no idea how much of a lifesaver he was, as I just knew I would mess up from the start. I was grateful he never stopped until we stood in our arches, ready to start the James Bond piece. All at once I forgot when to turn around, and ReAnne started at once, yelling "Hup, hup, ready, go," to the band. I felt my scalp tingling as I sweated, trying to remember when to turn around.

"Now!" someone whispered. It was Mark. I could have kissed him then and there, as I started turning with the rest of the group at the right moment. I whispered a "thank you" to him before I started playing my instrument, licking my reed as I prepared to play.

Varied transitions The rest of the song went excellent. From getting the beginning right, I somehow found myself able to make it through the whole song. My marked time, pops, back marching, and jazz runs were done on the dot and in unison with the whole band. As the last note sounded, I found myself smiling.

Our next piece started. It was fast, and I found myself exhilarated by the lively music and marching my feet to the beat. I caught myself remembering moves I normally forgot. As I ran to the backside of the field, I heard the crowd screaming and clapping at us. I mustered the courage to look up and I saw smiling faces; happy cheerful, and supportive. I loved it. As I marched back up to the front of the field and aimed my clarinet like a weapon, I felt confident that I could do anything.

The last of our songs went well. I was certain no one noticed that I almost tripped in the third song, but I blushed with embarrassment anyway. I managed to keep on going, though, and I made it to the end.

As we played the last note of our presentation, I was disappointed and almost sad that it

Metaphor + sensory detail create visual picture

Controlled + varied sentence structures

Awareness of self-consciousness

Interior monologue

Language choices specific to purpose

Details continue to support purpose

was over. As we took our ending poses, I formed a gun with my hands, dropped to my knee, and looked up to the crowd. They were standing and cheering, each one yelling supportively. As I stood up, I began to yell and whoop, as did the band. I knew then that I would remember that moment for the rest of my life. That afternoon I had learned many important things: self-respect, courage, and the wisdom to try new things. I would never forget that game, the way I felt, nor the lessons it taught me about marching...as well as life.

Emotional detail

Conclusion comes full circle
& ties to band director's
speech

NEXT LESSONS

- Create a more subtle conclusion
- Develop sustained reader engagement
- Utilize a variety of sentence structures

• Narrow topic to one encounter

Grade 12 - Personal Narrative

My Pal, Robert

Have you ever heard the saying, "hindsight is 20/20"? Well, I don't think that there is a week that goes by that that saying isn't proved to me over again. One night this past spring I learned a little "look before you leap" lesson that taught me to more carefully evaluate the circumstances of a situation before I actually put myself in it.

Descriptive
Lang.

Writes in first
person

Head
establishes
focus

I think it's safe to say that I am a "weirdo magnet". I firmly believe that when I am at my most vulnerable, a flashing sign appears on my head that only strange people can see that says, "TALK TO ME! TALK TO ME!" You may think I'm exaggerating, but trust me, I'm not.

Hyperbolic voice

Details
develop
narrator

Beginning in the month of April through the month of September I work for a wonderful and efficient organization called the Cincinnati Reds. When I first started the job, I wasn't quite comfortable driving myself over to the stadium so I had to rely on my mom to drop me off and pick me up. Since there is never a set time that I get off work I would have to call my mom and then go wait for her outside at the service entrance. The approximate time was usually about 11:00 p.m. Usually there is a trusty security guard named Arnie, who works at the service entrance. You know the type, about sixty-five years old and couldn't protect you from anything even if he wasn't sleeping or missing in action.

Details
set context
for the
incident

Voice

Transition

So picture this: It's 11:00 at night, I'm standing outside the service entrance alone, all dressed up and looking like the perfect target for any psychopath that happens to be in the area. I guess this might be a good time to describe what it's like at the service entrance. The tunnel itself is dark, cold, smelly, and there is always some unidentified substance dripping from the ceiling. At the head of the tunnel there is a little security guard shack where the smell of a burning illegal substance is often present. There is also an entrance to the field, a room for the night (clean-up) crew, and a metal folding chair where Arnie usually sits when he is around. Around this entrance is reserved parking for important people and it is generally the place where the night crew hangs out. Now I don't want to be mean, but a night crew member who is not on probation of some sort is the exception to the rule.

Voice

Setting
details
are woven
into narrative
to create
mood

Anyway, as you can imagine I was feeling kind of nervous, and of course, Arnie was nowhere to be found. Normally someone would wait with me for my parents, but the circumstances were out of the ordinary. As I was standing there outside the service entrance, that horrible feeling came over me that you get when you feel someone's eyes on you, and I could see someone coming towards me out of the corner of my eye. Rather than just stand there awkwardly, I turned to face the person, hoping and praying that he wasn't going to touch me, talk to me, or maybe ABDUCT me.

Connects to details in
previous paragraph

Details
reveal
narrator's
emotions

When he got about two inches from my face he said hoarsely, "Hi, I'm Robert." His breath reeked of alcohol and a mixture of some other things like, oh, I don't know

Varied
sentence
structures

Descriptive language

Descriptive language

garbage? I was inwardly freaking out. His appearance was even more unsettling. He was a guy about my height, was wearing a dirty bandana around his head that I think was white at one time, and he had one tooth in the front of his mouth that had a sign on it that said, "Next tooth- 1 mile"

Details
develop
incident

"Hi." I responded, trying to keep my cool. "Where are you, Arnie?" I thought to myself.

"What's your name?" he asked.

"Oh no, he's trying to pick up on me!" I thought. I contemplated making up a fake name, but my mind went blank. "Erin." I responded while shaking like a leaf

Descriptive
language

"That's a pretty name." He said. Of course, I could have said my name was Bertha Sue and he probably still would have said it was pretty. Every minute seemed like an eternity as I struggled to be polite and make small talk with my new pal. I kept inching away from him but he kept moving forward to make up for it. Every time he attempted to make conversation, I cordially gave one-word answers with a forced smile. I couldn't help but feel a little guilty for the way I was acting, even though I was scared to death.

voice

Reveals
emotions

"You shouldn't be standing out here by yourself. Somebody could do something to you, you know? That wouldn't be right." He said, looking me up and down and making me want to crawl out of my skin. "Yeah, people like you!" I wanted to scream. Finally, after what seemed like years, but was probably only about five minutes, my mom and step-dad pulled up. By that time Arnie (the trusty security guard) had materialized, but had taken no notice of my predicament. I grabbed my bag, took off at world record speed towards the car, and yelled over my shoulder, "There's my mom, bye!" Oh, but it wasn't over yet. My source of torture couldn't let me get away that easily. He followed me over to the car. No, I am not joking. As I opened the door, Robert stepped up to the car.

Reveals
thoughts

"Hi, I'm Robert." He said, extending his hand. My mom shook it to be polite.

"I've been watching your daughter for ya." My mom was at a loss for words.

"Uh.....thanks." she said. "See ya later." She slammed the car door and as we drove away, I began to think about what had happened. I don't know what Robert wanted. Maybe his intentions were good, and maybe they weren't. Either way, I was never in any real danger. Even though I was scared, I could have been more polite. People are people, no matter what. However, I don't think I'll ever wait for my ride alone again.

Reflects
significance
of the event

- Writer maintains reader's engagement by successfully balancing details related to fear with her use of hyperbole.
- The hyperbolic voice creates unity and focus for the piece.
- Few errors in correctness

Personal Memoir Grades 9-12 Skills List

The writer of a competent memoir demonstrates most or all of the following skills:

PURPOSE/AUDIENCE

- focuses on the purpose of relating the significance of the relationship between the writer and the subject of the memoir
- narrows topic; limits memoir to a particular phase, time period, place, or recurring behavior
- leaves the reader with a single impression of the subject
- uses an individual voice
- creates a title which captures the essence of the piece and creates reader interest

IDEA DEVELOPMENT/SUPPORT

- develops ideas by using relevant supporting details from life experiences
- describes emotions, thoughts, and insights
- uses dialogue effectively, if appropriate
- uses sensory details
- makes the subject come alive for the reader

ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the memoir into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the memoir effectively

SENTENCES

- writes complete and varied sentences

LANGUAGE

- chooses language appropriate to the audience and purpose
- writes in first person
- uses descriptive language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

CORRECTNESS

- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in control and complexity with which they use these skills.

Grade 9 - Personal Memoir

- Memoir narrows the topic by limiting to a recurring behavior

• Writes in first-person

My "Sister"

Title focuses on the purpose of relating the significance of the relationship

Engaging lead makes the subject come alive for the reader

Sensory detail
The swings sat side by side, one of our favorite places to play. We laughed as the wind blew our long hair back when we tried to see who could go the highest. At five years old we were the best of friends, who could swing forever and never tire of each other's company. When our bare feet finally hit the ground to stop us, it was only because one of our mothers had said it was time to come in. Then we took our time, digging in the dirt with our toes, and running zig-zags through the cool summer grass. Carmen and I were inseparable.

uses transitions between ideas

Precise word choices

Leaves reader w/ single impression of subject
I remember Carmen as always being taller than me, though she was only of average height. Carmen's hair was long, dark, and beautiful. She was so proud of it that she usually let be natural, rarely feeling the need to run a brush through it. Her skin was the color of roasted almonds, and her eyes were as dark as night. Her nose, she always complained, was too big, but I know she would never really want to change it. Carmen held her lips tight to conceal her overbite, but I knew it was there and didn't care. Her giggling, shy and suppressed, was unforgettable. Her face told more than she knew it did; her eyes told her thoughts and she always got this shy smile on her round face when she was nervous. The clothes she wore were mostly hand-me-downs, faded and worn with age. This suited Carmen just fine. (She was the kind of person who didn't really care how she looked or what people thought about her. She just enjoyed being herself.)

Descriptive language

Sentence variety

Describes thoughts, insights to develop character

Transition
On summer days when we were bored, we would sit in Carmen's room and try to think of something fun to do. Having our own grocery store was my idea, and Carmen was really enthusiastic about it, as she was about everything that was out of the ordinary. The two of us, sneaky thieves on a mission, waited until the coast was clear, then snuck down to her kitchen. We loaded our arms with as much as we could carry, taking foods like oranges and peanuts and other things that wouldn't spoil soon, and ran back up to her room. We sat the food on her dresser and proudly hung up a sign to show that our grocery store was open. Then we waited, giggling nervously

Precise verb

Relevant, supporting details

Attempts to use dialogue

while we wondered who would find out first that the food was missing and come to buy it back. It was her pop, and he screamed, "Carmen!" when he found out about all of the food we had taken. He wanted us to give it back, but we explained to him that it didn't work that way. He would have to pay if he wanted the food back. After all, we were running a business. After several unsuccessful attempts at trying to steal the food back, her pop finally gave in. He would give us fifty cents if we returned all of the food.

Places ideas & details in meaningful order

We agreed because we had had our fun.

Describes insights

(Carmen and I rarely shared a dull moment.) We were always going on adventures and playing games. We lived in our own world in which we, as sisters, could do anything we wanted. We loved to wrap up in blankets and sit beneath umbrellas on her front porch during thunderstorms. Even though we were both terrified, we enjoyed weathering the storm together. Afterwards, we would pack our bags and hike around the world, over the mountains in my yard and the prairies of her yard.

Focuses on significance of the relationship

Makes subject come alive for the reader

Language appropriate for audience & purpose

More than anything, Carmen taught me how to dream. As best friends we weathered many storms, and many times our only way to get away from our problems was to dream. I remember being at the park when she told me her parents were divorced. Instead of crying or worrying, we just spent all day playing alligator games, sliding down slides and swinging into the sky. Carmen showed me how to turn everything in life into an adventure. This ability helps me to be strong even under the most demanding circumstances.

Relevant details

Parallel structure

I still see Carmen, maybe a few times a year, if I'm lucky. We have both moved away from the neighborhood where we first met and became friends. I've found that our friendship is still deeply rooted in the past and all the times we spent together because we don't see each other enough to base it on the present. We no longer share the secrets, stories, and summer days that we once did, but she will always be a part of my life. (I spent so much of my life with her, and I know that because of that we will forever share a bond. Even though we aren't really best friends anymore, I still consider her my sister.)

Concludes memoir effectively w/ a connection to the title

NEXT LESSONS

- Add dialogue and "showing" details to enhance development of the character
- Use more precise verbs
- Continue to develop figurative language

Grade 10 – Personal Memoir

- Details of shared experiences develop grandfather's character and significance of relationship

Man of Life

Title enhances character & introduces significance of the relationship

"It's going to be okay, and after it's over your heart will be in perfect condition."

"I know, Kristen. I'll be as good as new in a few days."

Dialogue creates reader interest

"You just make sure to take care of yourself. I love you."

"I will, and I love you too."

Experiments w/ flashback

This was the conversation I had with my grandpa a few days before he had open heart surgery. I wanted to be with him so bad, but I had school in Kentucky and he lived in Florida. My dad, aunts, and grandma were there by his side though, so I knew he was being well taken care of. I could tell over the phone that my grandpa was scared, but he was looking at the brightside and not losing hope. Without the surgery, he would have had a massive heart attack that would kill him. I was terrified, and couldn't stop crying. My grandpa had taught me so much, and the thought of losing him crushed me. It made me realize how much I would lose if I lost him.

Details develop character

Introduces significance of the relationship

Attempts to relate purpose to audience

There was so much joy, happiness, and love of life projecting from him. No one could ever be in a bad mood while he was around. There were many times I would travel with my grandparents who owned a Winnebago motorhome and were part of a club. My favorite part of these trips would be sitting in the passenger seat, while my grandpa was driving. He had amazing stories to tell about his adventures, and this was his favorite time to share them. One summer we were headed to Iowa for a club rally.

Details develop character

"Oh da do daaa de," my grandpa broke out in half hum, half song. It projected through the Winnebago, producing a sense of laughter and happiness I would never forget.

Relevant details + descriptive lang. make the subject come alive for the reader

We turned to each other and smiled, my grandpa grinning with his eyes sparkling.
Voice ("Ya know Kristen, I'm so glad I can show you the country; there is just so much you should do and experience. When we get to Iowa we are going to take a day to go to Minnesota to visit the Mall of America, the largest mall in the United States! I hear they even have an amusement park inside, not to mention restaurants like the Rain Forest Cafe, and hundreds of stores that carry things you could only imagine. How's that sound?")

Presents events in chronological order

Dialogue helps develop character

My grandpa was like an excited little kid who couldn't wait to open his presents on Christmas morning. I readily agreed to his plans knowing that with him my experience at the mall would be anything but dull.

Figurative language

One of my grandfather's passions is being outdoors. Spending summers in Florida, I knew I could always find my grandpa working in his yard. He would plant palm trees, fruit trees, flowers, and bring life to them all, just like he did with people. He was constantly active, never wanting to waste a moment of the day, rising at about six in the morning, because life was too precious to him. I would go out and help him work, and he would teach me all I needed to know about the plants. We loved to pick oranges because that meant we could stop and savor some of the juicy fruit.

Relevant details create impression of a compassionate man + connect to title

Sensory detail makes the subject come alive

"Kristen, do you see all this brush? It has to be cleared out so that the palm and fruit trees have room to grow and breathe." We would work together to clear the brush

(variety of sentence structures)

out of the yard to make it look better, and to keep his trees and plants healthy. He would be crushed if they weren't.

Strong verb

Once a snake came across our path, and I almost panicked, but my grandpa explained that the snake wouldn't hurt us.

I asked, "why don't you kill it, and then get rid of all the snakes?"

Dialogue enhances character development

"Kristen having that snake around is a good thing. He won't hurt you, and he keeps away pests that will harm my plants. He and I have an understanding, I won't hurt him and he won't hurt me."

My grandpa had tamed it like a pet, and it kept rodents away. I was amazed he could actually tame a wild snake and enjoy its company. It goes to show my grandpa loved all aspects of life, and made something good of everything.

Sensory detail helps describe thoughts + insights

Transition On the Fourth of July, my grandpa took me to see fireworks off the beach. We went before the sunset because to see the sun sink into the ocean is a beautiful sight.

While waiting for the fireworks to begin my grandfather and I talked about the future.

("Kristen, have you decided what you want to do with the rest of your life?" He asked me.

Dialogue attempts to show significance of the relationship

"Well you know I love the ocean and its mysteries. I want to be a marine biologist, even though no one thinks I will move away from Kentucky to follow my dreams."

"Kristen, let me tell you something. Don't you ever let anyone tell you that you can't do something. I know that you can do whatever you put your mind to. You also know that your grandmother and I will support whatever you do. I want you to do what will make you happy, so don't let anyone talk you out of your dreams."

foreshadows conclusion

Transition moves toward an understanding of the conversation's significance

That was a major conversation for me. My grandpa made me realize that I can't

listen to what other people think I can do, but to know for myself what I can. I told him that I really appreciated his support, and that it meant a lot. After the conversation we sat on a blanket in the sand to watch the fireworks. Together we marveled at the sight of the sky lighting up in brilliant color over the ocean. The fireworks were like a symbol of me finding myself and realizing I can do anything. I felt as though my spirit was rising to the sky and lighting up, just as the fireworks were doing. It was a special moment, one I was more than happy to share with my grandpa. Once the fireworks were over we decided to stop and get ice cream, each of us knowing how much the other loved it. The late night didn't seem to stop him, he believed life was too short to not get what you want.

Interior monologue reflects on the significance of the relationship

Figurative language

Significance of the relationship

After learning that my grandpa could have had a massive heart attack and had to have open heart surgery, I was devastated. I wouldn't know what to do without him.

Losing him would mean losing a wonderful man who had taught me so much, and helped me to look inside myself to find who I really am. I really wouldn't know how to survive without knowing I didn't have him to encourage and teach me. I couldn't stop the tears even though I knew that he wanted me to be strong and have faith. I knew he was scared, and so was I, but regardless he stayed upbeat and didn't lose hope.

Interior monologue attempts to reflect on the significance of the relationship

A few days after I received that horrible phone call, on the day my grandpa had his surgery, I received another. It was my aunt.

("Kristen, he did it! He made it through the surgery, and is doing just fine, but there is someone he really wants to talk to.")

Dialogue connects to introduction & writer's purpose

I heard the phone being passed and in a few moments I heard the weak but happy voice of a very special man. "I did it baby! My old heart didn't stop me, and now its working fine. Pretty soon I'll be up and at 'em, and ready to get back to having fun!"

"I know you will. I just know it!" I told him, and you know what? I was right.

Conclusion ties to introduction

Leaves reader w/ a simple impression of the subject

NEXT LESSONS

- Continue to develop the reflection on the significance of the relationship
- Use effective transitions to develop unity
- Vary dialogue structure to include reflection, action, and attribution of quote

Grade 11 – Personal Memoir

*writes
in
first
person*

The Value of a Friendship

*Title captures essence
of the piece*

Growing up as the youngest child in my immediate family, and as one of twenty-five grandchildren, I quickly learned the value of relationships. With my parents, the relationship was often one of dependency and love, while with my brother, it ranged from playmate to adversary to best friend. My relationship with my parents and teachers involved rules (the dos and don'ts of life with others) as well as very direct instructions, training, and punishments. Although I was "told" many things as a child, I developed most of my values and habits through example. One of my first lessons in the value of friendship came through my parents and brother and a friend, Mr. Price.

*Lead engages the
reader & establishes
the relationship*

*Establishes
purpose & connects
to the title*

Transition

My first memory of Mr. Price was when I was three years old. I recall his quiet voice, the smell of his cigarettes and pipe, and the touch of his hands which seemed like those of a giant compared to my own. He lived down by the county library in a little valley across the street from where my parents once lived. Mr. Price had become a friend with my parents several years before I was born. He and Dad shared a mutual admiration for cars – particularly Ford Mustangs. I don't remember this, of course, but Mr. Price met me as soon as I came home from the hospital. I was only one day old. He gave Mom a card that had \$5.00 in it to open a savings account so, "Someday he'll want to buy a Ford Mustang like my '67."

*Sensory details
develop character*

*Background
details help
establish the
relationship*

Transition

As I learned to walk and talk, Mr. Price was always at our house. Dad was rebuilding a 1966 Mustang and Mr. Price came over every day to supervise the work. I was generally out in the garage, too, and before long, we were best friends. I didn't know then that his wife had died when I was nine months old. His only child, a daughter, lived in another city, and my family, in a sense, adopted Mr. Price and he adopted us.

*Effective use of
relevant &
supporting details
to maintain
focus &
coherence*

What I saw was an old man who enjoyed hanging around in the garage watching Dad work, an old man we took out to eat nearly every Friday night (all-you-can-eat catfish), and an old man who built a bicycle for my brother and a wagon for me. I saw my parents treat him respectfully. Mom would call and check on him or take him casseroles and desserts. Dad would pick him up and bring him to church on Sunday nights or take him to look at the new cars on the Ford car lots. Andy talked to him about Mrs. Price and I enjoyed riding in that wagon.

Purposeful details develop the character of Mr. Price + indicate his relationship w/ the family

It had become a tradition that every year at Halloween, we (my brother and I) went to Mr. Price's house to pass out candy. A lot of people view Halloween as the devil's holiday but Mr. Price brought a lot of joy to it. He loved all the costumes and the little kids. He would set his L&N Railroad train lamp in the front window and the three of us would sit on the front porch and put candy into bags for all the trick-or-treaters.

Writer uses multiple experiences relevant to the purpose

I didn't know he had cataracts until we went to his house for Halloween when I was four. Dad knocked on the door and, instead of opening the door as most people would, Mr. Price called out, "Who is it?" (My dad said, "It's Johnny and the boys.") When we got in the house, I questioned Dad as to why Mr. Price had to ask who was at the door. "Why doesn't he just open the door and see who is there, Dad?" (Dad explained) that Mr. Price had cataracts, a thin piece of skin that grows over the eye and keeps you from seeing well. He told me that Mr. Price had them on both eyes and had had several surgeries to remove them but they kept growing back. His eyesight was rapidly deteriorating to where he could only see shadows and light and dark. That made me feel very sorry for him. I knew I would hate it if I couldn't see.

Dialogue structure includes attribution of quote/paraphrase

Reflection

Although I was young, I wanted to take care of Mr. Price as my parents always took care of me. I had an idea of how he felt and it made me feel bigger to help him out. I had to lead him to his car and everywhere else except in his house. At Halloween, all of the kids who came to the door wore costumes. I told Mr. Price who they were and described the outfits they were wearing. I tried my best to describe them in detail so that Mr. Price could picture it in his mind. (At times, I felt as if I were his eyes.)

Relevant experiences develop the growing relationship

Mr. Price could no longer see well enough to drive his 1967 Mustang G.T. or his 1964 Ford Thunderbird, both of which were awesome cars. In fact, the time came when Mr. Price could no longer get his driver's license renewed and I overheard him telling Dad that he just felt useless now that he could no longer drive. I saw how Dad handled this difficult situation with Mr. Price. Dad loved cars as much as Mr. Price, so two or three times a week, he took him for a ride in one of Mr. Price's cars. I tagged along and got a kick out of helping to put gas in the car. During these mini "trips," I would describe to Mr. Price the places we passed and the scenery along the way. He loved to drive to Renfro Valley and listen to me tell him how the new buildings were coming along or how the old buildings were being remodeled. (As Mr. Price's eyesight slipped away, the bond between us tightened.)

Details develop character

Reflection reinforces purpose throughout the piece

Mr. Price's cars weren't the only things that he could no longer drive. He had been an engineer for 25 years with the Louisville and Nashville Railroad (L&N). The cataracts had begun developing during his 25th year with the railroad. He had surgery after surgery, saw many different optometrists and ophthalmologists, but none of them could do much to help him. In spite of the thick glasses the doctors prescribed for him, he was classified as legally blind and forced to retire by the railroad. Dad said that the

Embedded background information relevant to purpose

forced retirement was one of the first heart-breaking incidences in Mr. Price's life. The second was when his beloved wife and best friend died after a painful struggle with cancer, and the third was when he could no longer drive his cars.

Sometimes Mr. Price would be grumpy and pessimistic but my parents always told me to not get mad at him. They said that Mr. Price didn't mean to be hateful and that we should always try to help him in any way we could. They told me that God expected us to love our neighbors and to follow the Golden Rule. Without realizing it, I was *Reflection / insight*
learning how to be a friend.

When I was eight, Mr. Price passed away. I remember the funeral as if it were yesterday. We had been to Florida to spend Christmas with my grandparents and had called Mr. Price on Christmas morning to wish him a "Merry Christmas." Two days later, he was found dead. He was stretched out on his bed, resting peacefully.

At the funeral home, his daughter was crying uncontrollably. I couldn't imagine how she must have felt because I was so overwhelmed and she was much closer to him than I. Two men had to pull her away from the coffin.

When my family walked up to the coffin, Dad and Mom began talking to my brother and me about the good memories we had of Mr. Price and how thankful they *Hints at relationship between writer + parents that develops parallel to relationship w/ Mr. Price*
were to have been his neighbors and friends. His railroad gloves were laying beside him, his glasses were sticking out of the top of his shirt pocket, and his old fishing hat was there, ready for him to put on before he went to visit. I asked Dad what made him die.

Dad picked me up and said, "A broken heart, Josh. I think his heart was just broken too many times."

Reminds reader of writer's age at the time of the event

Purposeful dialogue indicates reflection

It's been nearly seven years now since Mr. Price died. I still love and miss him a lot. I will never forget him. He was one of the kindest men I have ever met and I am grateful that he was a part of my life. I spent a lot of time with him when I was a little boy and, at times, I wish he were still here so I could include him in my life as a teenager. I would love to have been his eyes at my baseball games or on Friday nights when the Rockets played football. Thanks to Mr. Price, though, I have learned to look at life not only with my eyes, but also with my heart. I have learned to value friendship because of Mr. Price.

Reflection

Varied sentence structures

Conclusion connects to title & introduction

NEXT LESSONS

- Illustrate the relationship with only the most relevant experiences
- Refine use of transitions

• Focuses on the significance of the relationship

Grade 12 – Personal Memoir

My First Life Line

Title creates reader interest + connects to lead

Introduces idea through metaphor

Throughout my six years as an elementary school student, I was a helpless victim, drowning in a sea of stressful book reports and searching for a way to express myself in open-ended questions. As I entered middle school, however, a life preserver was thrown to me. From the moment it appeared, I held on tightly until my rescuer taught me to swim on my own.

Transition

(Mrs. M. M.) was the high-ranking "officer" at Middle School whose sole

Develops subject through figurative language

purpose was to whip her "gifted but undisciplined kids" into shape. I take that back.

Details + word choice develop character of the teacher

Introducing sixth-graders to ulcers was another likely item on her agenda. She had a natural march in her step, setting the admired and ideal pace for others to follow. Mrs. M. performed classroom procedures as though she had repeatedly practiced each one determined to achieve perfection. She was always neat and proper; never a single hair on her head nor a red pen on her desk out of place. The clarity of her voice demanded respect and attention, while her tone was often quite frightening. "My class will separate the men from the boys; the women

Dialogue develops subject

Memoir unfolds in chronological order

from the girls; the writers from the dummies." Despite her intimidating features, I found myself admiring, even liking this drill sergeant. Her gleaming smile could provide warmth like rays of sunshine and was always accompanied by some explanatory hand motion. She rarely grinned without providing some sort of manual or verbal gesture. Mrs. M. was extremely blunt with her opinions – complimentary as well as critical ones. She was honest and truthful, with no strings attached. When asked for help, she would always respond, "I'd love to help you fix the mess you've created, so that someday, you might pass." Due to the bitingly honest quality of her critiques, I feared the day she would evaluate one of my papers in class.

Language sets mood

(Nervously) awaiting the return of our first essays my heart thumped with anxiety.

Suddenly, her piercing voice cracked my security shell that had hidden me for the past six years.

"Well, I can see that there is some potential buried beneath all that mumbo-jumbo. The hard part

is just digging it out!" Confused, I searched for the correct response and answered, "Um, Mrs. M____ I don't have a shovel to dig." Of course Mrs. M____ replied, "That's quite all right. You can use your hands. Pick up that pencil and go to work." Until the bell rang, that day, I was lost in a maze of red ink. My goal was to distinguish between "mumbo-jumbo" writing and writing that, with editing, and more editing, might become worthy for Mrs. M____, herself, to read. Overwhelmed with excitement, I was determined to receive a "well written" comment from Mrs. M____ or at least a "not so mumbo-jumbo!" Sweat, tears, and a lack of sleep were all included in my "IMPRESS M____ MISSION." Although I was unaware of it at the time, her lovingly-strict attitude and personality had already begun to inspire me.

Details develop idea

Maintains focus on significance of relationship

Details create mood & build to climax

Mrs. M____'s sweet perfume danced happily through the air, luring me into her room the following day at school. Once again, we turned in our essays and awaited the dreaded comments. Her constant nail tapping was a tension building clock, a constant reminder of the doom that awaited us all. She always selected her "victims" for each new day, and then focused on her helpless "prey." With magnetic eyes, she would irresistibly and forcefully draw students' attention to her. With each point of her finger, I waited for her nail to lift me out of my chair and onto my feet. Eventually, it did. "Well, W____," she always had to recognize the writer before the humiliation could begin, "I'm quite impressed. You read my 'red pen advice' and actually applied it when you rewrote this paper. I'm really impressed."

Effective sentence variety

At that moment, Ernest Hemingway and Edgar Allen Poe were my equals. Even Shakespeare himself could not have put my sixth-grade essay to shame. Just because they had created several masterpieces did not mean they were "M____ Approved." Whose essay had "impressed" Mrs. M____? Mine!

Details show writer's thoughts

I longed to rush across the room, wrap my arms around her, and burst into joyful tears. Did she realize what her words meant to me? I desperately wanted to embrace her. For the first time, someone had taken time to work with me, guide me, and have faith in me and my ability to write. She helped me find a writing style suitable and meaningful to me. If only she could

Details contrast w/ earlier description & indicate growth in writer

understand how I truly admired and viewed her as a "teacher," someone who earned and deserved that special title. Words of praise and gratitude filled my mind as I began to pour my heart out to this miraculous lady. Yet, as a lump rose in my throat, I simply muttered, "Thanks, Mrs. M____." For the first time, without any words, gestures, or laughter, Mrs. M____ just smiled.

Reflects
on
significance
of
relationship

- The writer leaves the reader with a simple impression of the teacher
- Details + word choice make the subject come alive for the reader
- Few errors in correctness

Personal Essay Skills List & Continuum

Grades 9-12

The Personal Essay Skills List will be added upon completion of the Personal Essay continuum.

Please refer to the Marker Paper Submission page to submit personal essays for consideration.

Grade 9 – Personal Essay

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Grade 10 - Personal Essay

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Grade 11 - Personal Essay

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Grade 12 – Personal Essay

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Short Story Grades 9-12 Skills List

The writer of a competent short story demonstrates most or all of the following skills:

PURPOSE/AUDIENCE

- meets the reader's needs and expectations by adhering to the conventions of a short story
- focuses on the purpose
- narrows the topic enough to be developed fully in a short story
- uses an individual voice
- creates a title which captures the essence of the piece and creates reader interest

IDEA DEVELOPMENT/SUPPORT

- develops characters through thoughts, actions, descriptions
- develops the plot through conflict and resolution
- uses dialogue to develop character and plot
- weaves setting details into the story
- creates a mood
- builds narrative tension
- employs literary devices (e.g., foreshadowing, flashback, symbolism)
- uses sensory details

ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the story into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes effectively

SENTENCES

- writes complete and varied sentences

LANGUAGE

- chooses language appropriate to the audience and purpose
- uses descriptive language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

CORRECTNESS

- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

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Grade 9 - Short Story

The Marker Paper Committee read many short stories written by ninth graders. Although many of these short stories demonstrated competent writing skills, none is included here for one or more of the following reasons:

- The story dealt with subject matter that was not appropriate for a statewide marker paper.
- The story was too long to make it a useful diagnostic tool for teachers.
- The story demonstrated skills at a higher level than should be expected for grade 9 students.

The Marker Paper Committee will continue to read grade 9 short stories in order to select an appropriate marker. If you would like to submit a short story written by a grade 9 student for the committee's consideration, please send the story to

Cherry Boyles
KDE Marker Paper Project
1812 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Grade 10 – Short Story

- Adheres to conventions of a short story (char. dev., plot, setting, theme...)
- Few errors in correctness

In Honor of James

The sun shone down onto the white, churning waters of the Colorado River with the intensity of a laser beam. Every rock below the surface of the water produced a tremendous amount of bubbles. Looking downstream the entire surface of the water seemed to be one large layer of bubbles. This was the might of the Colorado River. This was what brought hundreds of insane, adventure craving extremists to the river each year.

Effective sent.
structures

Descriptive
language
establishes
setting for
exposition/basic
situation

Mark Johnson stood on a large boulder, projecting out into the raging waters, staring at the river he had left so long ago with a saddened heart. His attention was turned toward two large, jagged rocks sticking up in the middle of the rapids. (The bright green paint from his friend James's kayak was still there.) Leaving a grim reminder of the raw power of the river.

Setting details
woven into
narrative

Visual details

foreshadows danger

Everything was different from the last time that Mark was here. Mark, who had once been just like those others, craving adventure, was on a much more solemn trip this time.

Rising
action builds
suspense

On his first trip Mark had come to simply experience the rush of adrenaline that came with risking his life. Now, Mark was on a mission to complete a trip in memory of his fallen friend. He was looking at each rock, no matter how small, as though his life depended on it. Mark could not take a chance on dragging the bottom of his kayak on a rock that he did not know about.

Language
builds
narrative
tension

Transition

Gradually, Mark's mind began to drift back to that tragic day. Even now, five years later, Mark's eyes began to fill with tears. (That day had been much like this day.)

Flashback builds narrative tension

(Early that morning Mark and James had decided to attempt to "run" the most dangerous part of the river; to attempt to prevail over the untamed river, and to make fun of their friends that had "chickened out".) Everything was going

Effective sentence structures

perfect until James tried to paddle around two large rocks in the middle of the river. In the blink of an eye, he was swept into one of the large rocks, instantly crushing his

Hyperbole for effect

kayak into a million pieces. Slowly, James's lifeless body

Vivid image advances plot

slipped below the surface of the water. Mark, who had been watching in terror from his kayak on the other side of the river also hit a rock, but with less force. His kayak was

Strong verbs

also destroyed, but Mark remained conscious. As he struggled to pull himself up onto the rock he felt an excruciating pain in his right leg. The pain surged all the way up the side of his body. It began as a dull throb, as it moved up his body it became an intense stabbing pain.

(For an instant, Mark thought that his kayak paddle had gone through his leg, but he quickly realized that that wasn't the case at all. Partly, because he was still holding the paddle in his hand.)

Details provide logical reasoning which further develops character

Transition

With much agony he pulled himself up onto the rock. He looked downstream to see if James had surfaced yet, but all that he saw were the splintered remains of James's kayak

Rich language

being washed downstream. (Just as the image had appeared, in *Return to present* Mark's mind, it disappeared.)

Mark had been lucky so many years ago; he had only suffered a broken leg. A leg that had bothered him since then. His friend James, however, had not been so lucky. He died on that (trip). A (trip) that Mark was now going to complete to honor James's memory.

Intentional repetition continues to keep reader focused on the trip about to occur

As Mark walked along the riverbank he felt something that he hadn't felt since his childhood. He felt fear.

"Do you really want to do this?" Mark asked himself. It was a question that he had been asking himself since he first thought of completing the (trip). It had taken him three

Short sentence stresses mood

years to gather enough courage to make the trip, but now the courage was gone and all that Mark felt was apprehension.

Interior monologue develops internal conflict

He stood motionless for a couple of minutes; thinking whether or not he should even go forward with the whole,

insane idea. His friend, a much more experienced rafter, had died on this river, and now Mark was going to try to

Relevant detail continues to build suspense

"run" the river himself.

Appropriate word choice

Mark closed his eyes, trying to make the fear go away;

but instead, he saw the image of James's lifeless body

slipping below the surface of the water. Then, after

opening his eyes, he felt a small feeling of confidence

Details continue to develop the character

emerge from deep within himself. It was almost as though

James was there with him. Telling him to go on with the

trip, to defeat the river, survive, and put the haunting

memories behind him. With that small feeling, Mark started walking toward his kayak.

For the first time in almost five years Mark would be riding in a kayak. Because of his inactivity in the sport Mark knew that his mission would become that much more difficult. So Mark was willing to use anything that might help increase his chances of surviving the rapids. One advantage that Mark had was his unrelenting determination to succeed. Another "special advantage" that Mark had was his kayak.

Character
development

Transition through repetition
Mark's kayak was a (Duablo XR II Special.) Its (seven foot long body) made it very maneuverable and stable. Its (oval shape, that came to a point at each end,) made quick turns easier. It was also (painted a bright red) to make spotting it easier if it should capsize. Its (seat was specially designed to fit Mark's figure) to ensure he would remain comfortable during the ride.

Relevant details
w/ explanation
of importance

As Mark stepped into his kayak and sat down he felt that old familiar rush of excitement overwhelm him. The feeling was quickly replaced with a feeling of utmost concentration. For if Mark lost his concentration for only a half second, the water would carry him into a rock; crushing his kayak, and leaving him to suffer the same fate as James.

Effective
Sentence
Structures

Details create
narrative
tension

Mark carefully paddled out into the middle of the river. Almost immediately, he felt the current "grab hold" of his kayak. He paddled fiercely, maneuvering his kayak

around rock after rock. Soon Mark was totally exhausted, but he dared not stop paddling; if he did he would surely not make it through the rapids. For each rock that he made it around, two more seemed to appear just in front of him.

> Vivid image

For a brief moment, Mark thought that it was hopeless.

"There's too many rocks," he thought to himself, "I can never make it around all of them!" Then the image of James's lifeless body reappeared in his mind, making him

Interior monologue builds suspense

more determined than ever. All the fear, all the doubt Mark channeled, using it to help him concentrate on the fast approaching rocks.

Reminder of internal conflict

Transition

Suddenly, a wave of water splashed up and hit Mark in the face, knocking his goggles off, and blinding him for a few seconds. Mark quickly took one hand off the paddle, and began rubbing at his eyes. His vision was blurred and all that he saw was a collage of brown and white colors. A feeling of total desperation came over him. For an instant Mark thought that he would never see the light of day again, but then he came back to reality and realized that it was only water. As he blinked, trying to clear the water from his eyes Mark heard a sound similar to water running down a drain.

Details of rising action advance plot toward climax and remind the reader of the external conflict

Transition

Once he regained his vision, all that Mark could see were the bubbles coming up from the rapids, gushing between two rocks. By the time he realized that he was headed for an "alley" between the two rocks it was too late to attempt to steer around them. He could only hope the space between

Building of suspense

the two rocks would be wide enough for him to squeeze through.

As he came closer, Mark closed his eyes and held onto the paddle for dear life. He felt his stomach tighten and for an instant he thought of bailing out of his kayak. All Mark could think about was if this was how James had felt before he died.

Story builds
to realistic
climax

Mark opened his eyes once again; this time the rocks were directly in front of him. He quickly closed his eyes and braced for the tremendous impact. In an instant it was over. Instead of feeling his kayak get caught between the two rocks it just continued along its path.

In amazement Mark turned back and looked. The water had caused him to misjudge the amount of space between the two rocks. Oddly enough, there was room for almost two kayaks.

Relevant detail

As he continued to look at the rocks he realized that he had just made it past the place where James had died. "It must have looked the same way to James," Mark mumbled to himself, "except instead of trying to go between them; he had tried to negotiate around them. The current must have been so strong that it just carried him into the rock."

Resolution of
both internal &
external conflicts

Mark then felt a strong sense of pride engulf him. He had made it past the place where James had died. "This one's for you James," he said softly, while paddling toward the bank. Tears once again filling his eyes.

monologue
reinforces
purpose

As he neared the bank he could see a celebration erupting from his friends. As he ran onto shore he was overwhelmed with the feeling of the moment. What had began as a solemn trip to honor a fallen friend, had turned into a triumph of man over nature.

Creates a resolution to the external conflict

The celebration continued long into the night. Each person, in their own way, paid tribute to the memory of James. The most touching, however, came from Mark himself. The kayak that he had used to conquer the river was turned into a monument on the side of the riverbank; so everyone would know that Mark had done this to honor James. A person that had loved the river, and taken his last breathe there. It would also warn everyone in the future of the extreme dangers of the river, and to hopefully keep others from suffering the same fate as James.

Connects to title

NEXT LESSONS

- Develop use of dialogue and/or internal monologue
- Refine conclusion in order to achieve a logical ending

Grade 11 – Short Story

- Adheres to conventions of a short story (char. dev., plot, setting, theme...)

Love of Her Life - Attempts to capture reader's interest

She had never been afraid of flying. In fact, as she looked out the window, she noticed how relaxing it was. To her, the world was small. The swimming pools were vague blue dots among a series of tiny brown boxes, which at any closer perspective, would have obviously been houses. As she sat back in her seat, she thought about those suburban dream homes. "Dream homes?" she thought. "Who could dream of saving their entire lives to buy a house?" She never understood that.

Then again, her dreams were different than most other people.

"Can I help you with anything?" She looked up and saw a flight attendant standing over her with a smile spread across her face.

"No thanks." The stewardess walked on, but, while leaning back in her seat, she continued to think about her. What kind of career is this? Traveling all over the country but never getting to see any of it. It's just like being a waitress in the sky.

She thought, "I wonder what her parents said when she told them she wanted to be a flight attendant." Then she stopped herself. Another thought crossed her mind and a lump built up in her throat. Of course, she probably hadn't chosen this profession. She was probably an aspiring something—actress, model, stuntwoman—you name it. But here she was, flashing her pearly smile at everyone, hoping deep down, that one of these travelers would be the director who would give her the big break she wanted.

She had to immediately push that thought out of her head. "No" she told herself. "That's not me." But what if it was? Every day of her life, since she was born, the scenario had run through her head. "The day I graduate college," she used to say, "I'm getting on a plane, going to LA, and staying there until I make something of my life." That's what nobody could ever understand. She was a smart girl, so how could she be so stupid?

"Miss," a voice brought her back down to earth.

Engaging lead

Interior monologue develops character throughout basic situation/exposition

Detail creates reader suspense

Dialogue used for transition

Details hint at internal conflict

Foreshadow character's own desires

Self-doubt initiates rising action

Paradox hints at uncertainty

"Huh?" She looked around, trying to figure out who was talking to her. A man was leaning across the aisle smiling at her.

"Is that your life?"

Indicates character's concern

"What?" Suddenly she felt confused, maybe even a little defensive. "What is he trying to say? That I'm wasting my time on this flight? That even though I'm traveling thousands of miles I'm not really getting anywhere?"

Internal conflict

"Is that your Life Magazine?" he asked, somewhat stunned at her change of composure.

"Oh yeah, sorry." She handed him the magazine and thought to herself, "What was that?" she wondered "Maybe I'm just scared, but that was out there."

"Maybe you're losing it." She could almost hear her best friend's voice in the back of her head.

Flashback

"Hope, you're so crazy sometimes." That was one of her favorite things about her friend, she always kept her in line. They sometimes argued, but it never lasted long and never got in the way of their fun times.

Symbolism in character's name

She let out a sigh. That was over. When they had started college they hadn't done things nearly as much. But now it was really over. All those stupid, meaningless things that mean so much. Fighting back tears for the hundredth time that day, she had to tell herself it would be all right.

Variety of sentence structures

She decided to count. How many times did she want to cry that day? When she woke up in the middle of the night, this morning when she hit the snooze button, when she hit it again, and again. When she got in the shower, when she packed the rest of her things, when she poured herself a glass of orange juice, and, of course, when she called her boyfriend.

Relevant details indicate the difficulty of her decisions

She knew they would be okay, if nothing else would be. But the minute she heard his voice, her eyes welled up with tears and she couldn't control her emotions. He told her that all those miles didn't mean a thing and wasn't strong enough to tear them apart. If he was trying to help it didn't work because at that point she was sobbing uncontrollably.

She sniffled once more. Then, trying to forget about that morning, she slowly turned to look around the plane. For the first time, she realized who was making this journey with her. Well, not exactly her journey, but their own. A young mother with twins was sitting near the front. How had she

Details presented in a meaningful order

not heard their screeching before? They were running around, gradually turning their mother's hair gray. She couldn't have been more than thirty. "Poor thing," she thought.

She then looked across the aisle, once again to the man who had talked to her earlier. He was leaning over a laptop. You could almost sense an ulcer forming. His forehead was scrunched and his eyes were squinted, trying to read the tiny screen. Once again she felt extreme pity. He was so young, but his wrinkles were already deep and a bald spot was appearing on the back of his head.

She then peeked around to the back of the plane. A young couple was sitting there, gazing into each other's eyes. But it wasn't that sweet, romance novel sort of gazing; it was that get-a-room-or-make-me-gag sort of gazing. The saddest thing, they weren't more than eighteen. It almost pained her to see them as one of the statistic marriages that didn't last. Or if it did, one of those miserable marriages that people never wanted to be around. "That's it", she told herself, "I can't watch this anymore."

She turned back around. All these people, their lives were already mapped out. Their dreams have had their chances and now it was too late. She had to quit doing that. She always put down other people's goals. For some reason, she felt her goals were above all that. Like she was the ultimate dreamer. Someday, she decided, she would have to learn to respect that in people.

"Ladies and gentlemen", the captain's voice came over the intercom; "We would ask you to please fasten your seatbelts as we are experiencing some minor turbulence." "Great," she thought, "just what I need." She decided to close her eyes. She just needed to block everything out. The couple making out in the back, the young mother, scrambling to get her kids in their seats, and the man across the aisle, stressed to save whatever precious work he had been working on.

She tried to focus on the big picture. "I'm finally going." She thought back on everything. Not just that day, but her life. From the day she first smiled that little smile and got all the attention she wanted, she knew she was destined for the stage. By the time she had started school she already knew what she had to do. It was cute then because every little blonde hair girl wanted to be a singer or a model or president, something like that.

Weaves
setting details
into story

Passengers
symbolizing potential
paths she
could take in
her life

Voice

Symbolic action

Reflection

External
setting reveals
her internal
dilemma

Then, when she reached middle school, it wasn't quite as cute anymore. At career fairs people gave her funny looks when they asked what she wanted to be and she said "famous." People thought she was immature. "You'll see," all those people would say, "Life doesn't work that way." That didn't stop her. Every time she did a small community theater play, or every time she made a speech to her classmates, she was reassured. This was the only thing that would make her happy.

Attempts
flashback

Then she reached high school. She continued to pursue acting, and her family and friends were always supportive, but she could see beyond that. Deep down people were rolling their eyes, laughing at her, or, worst of all, feeling pity for her. "Waitress," they thought. "That's where the poor girl will end up. She'll be living back at home by the time she's thirty." She wasn't stupid, though. She got a degree in business, something she'd always planned on to fall back on.

So now, here she was. All of those years of dreaming and planning and here she was. "It all came too fast." It was a wonder she had even boarded the plane that morning. Her parents, who always believed in her dreams, even respected her for them, knew she was making a mistake. At a final attempt to get her to stay, her mother had basically told her she wouldn't make it.

"This is a waste of money, Hope. You'll regret leaving." Tears had come to her eyes again, and, standing in the airport terminal, she had turned to board the plane. She then stopped, turned around, and looked at her parents.

"I might regret this tomorrow. I might even regret this as soon as the plane takes off. But when I'm eighty, I'll know I tried." And with that she boarded the plane. That was it. Looking back now it seemed overly dramatic, but maybe that's just the way it needed to be.

Internal
doubt builds
narrative
tension

A sudden jolt brought her back down to earth. Then, another jolt knocked her magazines out of the seat next to her. She could hear the children screeching in the front of the plane. Turning around, she realized even the stewardesses had sat down to fasten themselves in. "That's not a good sign," she thought. This day's not getting any better.

Repetition
for effect

"Ladies and gentlemen, we've entered an extreme storm front. Please be patient while we try to get through this." Fear hit her like a brick. Maybe it was because of her already weak emotional state, or maybe it was the killer headache the screaming and jolting had brought on, but she started to cry. She

felt helpless to stop it so she allowed the tears to continue flowing. Passengers around her seemed concerned but they were too busy being scared to comfort her.

Transition

Suddenly, the plane tossed forward and bags started falling from the overhead compartments. A woman screamed and she realized that a bag had hit her in the head. Grasping the armrest, she found her mind spinning and the whole world turning.

Her tear flow quickly turned into a panic attack. Barely able to breathe, her mind raced with fear. Not only were her friends, family, and parents working against her, but now fate decided that Hollywood was not where she belonged. This troubled her more than anything. "It's not meant to be", she thought. Closing her eyes again, she passed out. She hadn't even realized how bad she was hyperventilating.

Setting + internal conflict meet at this climactic point

- Appropriate use of white space -

"Miss?" Hope slowly opened her eyes. The plane was empty. "Did we wreck?" She wondered.

"No, everything's still intact."

"Miss?"

"Oh, sorry."

"Are you alright?"

Dialogue leads to moment of resolution

"Yes of course." The flight attendant walked away and she slowly raised herself out of her seat. She bent over to pick the magazines up off the floor. Then, gathering her things she carefully walked off the plane. She sat down in a seat by a window. Having been anxious to get off the plane, she needed to sit down. What was she going to do?

"To stay or to go," she thought. This was it. Boarding the plane was easy, she had been proving a point. But this was the big test. Was she ready to go for her dreams? Would she rather try and fail, or did she forever want to wonder what would happen.

She closed her eyes again, trying to see the big picture. Then a thought came to her. This one decision is the one that will effect me forever. This one tiny decision will determine the rest of my life. If I get back on a plane, I know I'll never be able to try this again. My whole life can change in this minute.

Transition

Without stopping to think, she quickly stood up, gathered her things, and headed to the luggage rack. After getting her things, she found her way outside the airport and hailed a cab. She knew where she was going, almost instinctively. Her mind raced but this time it was good. All her life was waiting for this moment. A few minutes later the cab stopped in a small, well-built subdivision. She thanked the driver and paid him. Then, standing there alone on the street, she gazed at the view. Far across fields, on top of a mountain, stood something that she'd always dreamt of seeing.

Perched there, overlooking the stars, was the one beacon to all dreamers like her. She slowly read the sign, even though she already knew what it said. The word HOLLYWOOD almost stared back at her as she realized, "Here I am, and I'm happy."

NEXT LESSONS

- Refine use of literary devices
- Experiment with titles to enhance the story's purpose

Grade 11 - Short Story #2

The Art of True Observation

- Adheres to conventions of a short story (char. dev., plot, setting, theme...)
- Few errors in correctness

I awake in the middle of a cold winter night. My eyelids spasm and flutter, a prelude to their opening, and I squint as neon street lights attack unfocused pupils. All remnants of a dream--vivid only minutes ago--are shattered into a thousand pieces, spread throughout the realms of my consciousness. Now the real world surrounds me, harsh in comparison.

Engaging
lead

Rich, precise
language

I describe this event in detail because it is not only a literal awakening; but a spiritual one as well. And the story began two weeks ago as my friends and I were walking home from school. Quilted leather and fur coats warmed our bodies as the crisp, cold air assaulted our faces. My friends Jameela, Sarah, Eric, and Kaleel and I had taken the same route home everyday since the first day of Junior High, two years ago. /

Focuses
purpose/theme

Flashback
engages reader

Details assist

w/ character
development +
basic situation/
exposition

Transition I'll never know what it was that influenced me to persuade my friends to try a short-cut on this particular day. Perhaps it was the icy air nipping at my nose and ears, urging me home in a hurry. Maybe it was a craving for adventure. Of course, these are only the more practical answers I have come up with since that cold, eventful day. I'd like to think, however, that someone or something was trying to awaken me from a rather dream-like awareness of life.

Foreshadowing

My friends and I lived in a beautiful neighborhood. Grand houses stood three and four stories high, each house adorned with at least two cars per driveway. Lawns were green practically year-round. Flower beds were kept up by hired gardeners, and trees were clipped when needed. Some homeowners held professions in the

Setting details
woven into
the story

medical field or in the field of law, while some were the lucky heirs of wealthy parents with large trust funds set aside especially for them. But there was one thing in particular that my friends and I shared in common; we had not yet mastered the art of true observation.

Connects to title + prepares reader for the theme (lesson)

Transition of ideas

The only familiarity with poverty and homelessness my friends and I had were through movie and television portrayals. The characters were usually shabbily dressed with scraggly hair, dirty hands and rotten teeth. Often, they were depicted as shiftless, or too emotionally unstable to work. Other films showed them with signs which read, "Will Work for Food".

Descriptive language

But we got a closer look at the homeless on our short-cut home that afternoon -- a view we'd never seen before. Whole families lined up along the sides of abandoned houses that the City had boarded up with "No Trespassing" signs until they could be renovated. The families huddled together, to warm each other with their own body heat. Eyes devoid of emotion scanned over us as we passed, and the stares burned into the flesh of our backs as we trudged further into the crowd.

Experiments w/ sophisticated use of punctuation

Relevant details assist w/ rising action

The old man we passed was the first to speak to us. "Can you spare some change?", he asked us, looking at Eric. Just as I was about to dig into the pocket of my jeans, Kaleel began to laugh as Eric slid an empty gum wrapper into the old man's hands. (At first, the man's eyes twinkled and he was pleased, but as he examined the wrapper, a hurt expression replaced his smile and you could see the muscles in his face tense. Then Kaleel began to jump at him in a

Potential external conflict

threatening manner, as if he were about to hit him. I didn't know whether to laugh or cry.)

The rest of my friends seemed to be having the times of their lives. The now terrified expression on the man's face (pierced) my heart. I silently rejoiced upon hearing the screams of protest, until I realized that they were coming from me -- and someone else. I looked behind me, and there she stood.

Precise word choice

Detail builds narrative tension

The source of the most authoritative protests seemed oddly familiar. She looked to be about my age if not older. She had long hair, but it was pulled back into a ponytail. She stood with her hands on her hips, a set expression contorting her face. The feature that seemed most familiar to me was her eyes, and I froze in place staring at them while my friends scampered away in laughter.

Details develop character

Her eyes were almost golden, with specks of brown that seemed to be hiding. I knew I'd seen those eyes before, but I couldn't remember where. I stood there trying to recall, but after about three seconds, I was jolted into awareness by the sound of my own name. "Becka, Becka!," my friends called from a block away. I ran to catch up with them, but I could feel those golden eyes baring into my soul.

foreshadowing

Transition through repetition

I felt I'd known the golden-eyed girls with shining brown hair from somewhere, but I just couldn't remember how we'd met. If I'd once associated with her, then how could she be homeless now? Had I seen her on television--the news--newspapers? No, I'd once known her very well, I thought. Was she a cousin or relative? I tossed

Interior monologue further develops narrator

and I turned that night at bed time, determined to keep my eyes open until I'd solved the mystery. These questions must have been running through my mind as I dosed off.

Variety of
Sentence
Structures

When I opened my eyes near dawn, no longer was I lying in my own bed. I looked to my left and saw no triple dresser. I turned to my right, but I didn't see my cat sleeping soundly the plush red velvet chair. Instead, I saw a brick wall on either side of me, covered with sleeping people. Where was I? It was the exact scene I'd observed the other day. Empty bottles and cans cluttered the alley. Heaps of meager belongings sat bundled in boxes next to their owners. Little babies nestled in their mother's arms, shivering in spurts of fitful sleep. Only the golden-eyed girl was awake.

Details
generate
mood of
suspense &
climactic
moment of
story

"Did the cold wake you, too?" she inquired.

"Yes," I lied. I hadn't really noticed the cold until she mentioned it. Now it's icy fingers seeped into my pores, making my bones ache. I sat upright and pulled my knees close to my chest for warmth, all the while trying to figure out how I came to be surrounded by the same people I'd seen only yesterday. Where was my house? Where was my family?

Figurative
language

Strong
verb

Internal
conflict

I felt the girl's eyes on me again, but when I stole a glance in her direction, she looked away. In my confusion, the occurrences of the previous day came flooding back. If my friends were with me then, where were they now? Had I been kidnapped from my home as cruel revenge for the elderly man's humiliation? Was this my punishment for accepting my friend's inhuman deed?

Rhetorical
questions
indicate reader
awareness

As if she'd read my mind, she pointed to my box of belongings. Inside were my favorite pair of gloves from last Christmas, and a box of tissues. It was apparent I'd been here for longer than a few minutes.

"Where are my parents?" I asked frantically, pulling on red knit gloves with furry cuffs.

Rich word choices

"You would know better than I would," she replied coolly.

Hysterically, I spoke quickly in short sentences, trying to explain my predicament. I told her about the changes I'd faced in such a short period of time. I told her of my missing parents and friends. Her response surprised me.

Precise word choice

"We are all in this together. It doesn't matter how we got here, just be glad you're somewhere with people who care," she said, as if she hadn't heard a word I'd said.

Dialogue progresses plot

"How can you care for what you don't know?" I pondered, trying not to rouse her anger. "You people don't know me. I'm not one of you. I once lived in a four-story house and went to Junior High with all of my close friends. I've never slept in an alley before, and I don't intend to ever again, once I get this thing settled." I never meant for my words to come out that harsh.

Reflective statement indicates narrator's character

"Do you think we didn't have lives before this? Everyone is just an accident away from being in our predicament. My parents were wealthy, too. We lived in a house right around the corner from those houses over there," she said, pointing to the neighborhood that was once mine.

Rich word choice

Dialogue assists w/ theme development

The vague memories I'd scanned only yesterday returned fresh

and clear in my mind now. I remembered those golden eyes on a face from my fifth grade class. Those eyes always seemed to stare intently at the person being addressed, as if the message she was speaking with her lips could be reflected in the golden pools of her clear eyes. Suddenly, I remembered that her name was Rachel, and that she'd always wanted to be a lawyer. I realized she had not always been homeless and that, in fact, I'd spent many afternoons in the front yard of her house, just around the corner. Until yesterday -- actually, until just at that moment, I hadn't seen her since the last day of fifth grade.

*Details
continue to
develop theme*

Her voice interrupted my thoughts.

"... The first thing people need to do is to open their eyes. When we open our eyes and examine the problem, we'll be able to solve it. If our eyes remain closed to the things we don't care about, how will we know what needs to be done to make things right? Just open your eyes and see. . . ."

*Connects theme
to title*

Rachel's words (reverberated) through my head and I listened to them over and over. They began to make sense to me. Open your eyes and see . . . open your eyes and see . . . open your eyes and see . . ., a voice seemed to be saying in the far corners of my mind.

*Effective
repetition*

I could still hear the words when I awoke, staring at the ceiling of my very own room. I looked to my left, and there sat my dresser. I looked to my right to find my cat, Lucky, purring intently, apparently enjoying the last minutes of his own dream. I stirred gently, just to reassure myself that the heated water bed

*Details
clarify
setting*

had not been (transformed) into the cold pavement of just minutes earlier. It had not.

Since that morning, I've tried very hard to figure out exactly what the experience--the short-cut, the dream--meant. Was it a dream at all, or was it real? Every time I pass through that alley to share blankets and warm clothes with people, Rachel and I exchange knowing glances. When my old friends (ridicule) me because of my new relationships with those less fortunate, I sometimes catch Rachel staring at me intently, as if trying to send me a mental message: They just haven't mastered the art of true observation.

Details
indicate
resolution &
"growth" of
narrator

Have you?

NEXT LESSONS

- Utilize more concise sentence structure
- Continue to develop more complex transitions
- Refine character development techniques

• Adheres to conventions of a short story

Grade 12 - Short Story

Mirrors

Title reflects most important aspect of story

Effective
Sentence
Structure

There exists a fine line between what we know and recognize as reality and what is truly real. The true horrors of the world are filtered through our logical minds, and that which we do not perceive as reality is usually vanquished from our memory. We were given this mechanism to preserve the sanity of our feeble brains, but all mechanisms are prone to failure sometime. Indeed, my mechanism has failed.

Language +
Sentence
Structure
develop
character
& establish
mood

Recently I have been in a horrid financial condition. My accounts are completely empty, and my wallet is also running dry. I was forced to take the best offer I could for a living space. That offer came to me in the form of this accursed house. I had no choice, but I regret it nonetheless.

Hints at
internal
conflict

I probably should have suspected some foul presence when the previous owner sold this house to me for almost nothing. He had been eager to leave, having some strange fear of the house and its many rooms. Indeed, the rooms were strange. Each chamber was adorned with at least one, huge mirror that was built into the very wall. This fact had intrigued me at first, but now I realize that these mirrors are what seem to be causing my delirium. I have yet to overcome the intense madness that infects my brain at this moment, but I will do my best to explain.

Lead engages reader; introduces narrator, sets context, and provides basic situation

Transition

My first few days in this hellish abode were actually quite peaceful. My sleeps were

Flashback
switches to
past
tense

unbroken, my meals were quiet, and my studies went without interruption. This was before I started seeing the visions in the mirror. They came to me only sporadically at first, nothing more than a mere sound or a fleeting glance. I disregarded them as mere imagination. Soon, however, they grew more and more intense, as if they were building up to something completely horrible.

I remember one night when I was trying to get to sleep. My day had consisted of a
Writer adopts voice of the teller of horror stories
- much like Poe

rigorous job search that had lead me to absolutely nowhere. I was lying in my bed, wondering where I should go during the next day, and my thoughts were intruded upon by a faint noise.

Any person should note that the house gets unnaturally silent during the night. The age

Builds
narrative
tension by
creating
suspicion
& them
providing
reasonable
explanation

old walls had the uncanny ability to imprison any sound wherever it may lurk. It did this very well. That is why I was disturbed at first by the noise, which, in itself, was quiet but audible.

Time seemed to allow this sound to grow louder, as I could soon distinctly pick out the giggling of a small child followed by the noise of a bouncing ball. The idea passed through my mind that some child might be playing outside, and I soon got to sleep.

Transition

The sound had continued, however, each night afterwards for a week. I began to wonder what type of parents would let their child out at the hours of the night at which this young one played. My question was answered one night, when I faintly heard the anguished cries of a young mother calling for her son.

Dialogue changes pace of story

"Andrew! Andrew!" was what she yelled. "Andrew, get in here, the dog's gotten loose!

Andrew!"

Builds
narrative
tension
through
sensory
detail

I remember hearing the child's giggle once again along with the constant bouncing of the ball. I remember the mother calling again to her child. I remember hearing the noise of the ball grow louder and louder until it seemed that it was nearly inside my room. As the sound grew increasingly louder, a realization startled me. The ball was bouncing against my bedroom door.

"Andrew!" the mother called again.

Again, the child giggled with delight. I distinctly heard the scuffle of footsteps in the hallway outside my room.

"Andrew!" the mother's shout was stern this time, and very near. "Andrew come here at

once!" She also seemed to be in the hall.

"No, mamma!" was the child's whining reply.

I heard the mother take a few striding footsteps until she reached her child. "Andrew, you're coming with me right now!"

The child started to wail. I could hear his anguished cries as his mother cut short his bouncing game. The two seemed to get into a struggle as the child tried to break free from his mother's grasp. The noise grew to an unbearable level.

Transition
Keeps reader
focused on narrator
All this time I was lying in bed, listening to everything and wondering how these people got into my house. I quickly stepped out of bed to approach the family that seemed to be arguing just outside my bedroom. The intensity of the struggling child increased as his wail grew to enormous proportions. I immediately opened the door to face these people.

Silence. Emptiness. A single, rubber ball bounced at my feet. *Introduces key image*
Short, fragmented sentences
enhance dramatic effect

Chooses not to elaborate details insignificant to plot
The next day I searched the house very thoroughly for any signs of human entry. Nothing.
That night, I decided to stay up again to see if the phenomenon would recur. It did. I had

closed the door to my room once again because the long, dark corridor made me uncomfortable.

Builds narrative
tension
through
repetition +
adding new
details
I soon heard the mother's cry for her child once more. This time, however, there was no giggling,
no reply of any sort.

The mother's wails continued for many minutes, until I heard something once again outside my door. It was the child. He giggled slightly as he came scuffling down the hallway.

"Andrew! There you are!" I heard the mother cry. "I told you that the dog's gotten loose!" She, too, ran down the hall.

"He's got my ball, mamma," said the child.

Dialogue adds
details to plot

"Don't worry about that, dear," the mother comforted.

"I want my ball, mamma. Mamma, I want my ball!" the child began to whine.

Their conversation was joined by another sound, one that I clearly heard coming from inside my room. It was the bouncing of the ball. I looked over the side of my bed where I had put the rubber plaything. An icy chill ran down the core of my spine. The ball was bouncing in its place.

"See, mamma. I told you he has my ball!" the child wailed, causing the ball to bounce more rapidly.

Suddenly, I heard the doorknob to my room begin to turn. It rotated gradually as the child chanted, "I want my ball, mamma! I want my ball!"

The door suddenly flew open with a blast of cold air. In a fit of fear and panic, I reached for the lamp that lay on the table beside my bed. Again there was silence. Again there was emptiness. Even the ball had stopped bouncing. I looked again over the side of my bed at the demonic plaything. It was gone.

Effective
repetition

- Effective use of white space for transitions & passage of time

Setting
details
enhance
mood

I spent the next night in the study, with all the lights on. My nerves were shaken and chilled at the experience of the previous night. The storm that raged outside didn't help to calm me any, either. I found myself pacing around the large room, wondering what I was going to do about the haunting apparitions. It was shortly after midnight when I heard it again.

Bounce, bounce, bounce... Repetition of sensory detail keeps reader engaged

My skin crawled as the bouncing grew closer. I sat down and faced the mirror, doing my

best to calm myself. Again I heard the giggling.

Bounce, bounce, bounce . . .

Builds
narrative
suspense
by adding
details

More giggling.

Bounce, bounce, bounce . . .

This time I heard another noise, one I hadn't heard before. It was the growl of a dog.

Bounce, bounce.

It stopped. No more bouncing. I heard the giggle once more, but close this time.

Fearfully, I glanced into the ^{key image} mirror. There, standing right behind me and staring at our reflections, stood a little boy. I was startled by this and I turned around. He wasn't there. Glancing back at the mirror, I saw that he was no longer there either, but I heard him bouncing his ball in the room next to me.

Writer
reserves
visual
details for
climax;
he/she
relates
this

I soon heard the faint voice of Andrew's mother calling for him once more. "Andrew!

How many times do I have to tell you? The dog's loose! Andrew!"

A short, quick snarl echoed from nearby.

Andrew responded with a loud giggle from the next room. The giggle, in turn, was

answered by a deep, resonant growl.

Scene
through
sound details

"Andrew!" the mother screamed. "The dog!"

Andrew tried to giggle again, but it was cut short by a loud, snapping snarl. A shrill scream echoed through the house. It was followed by a vicious tearing sound, the sound of a dog attacking a little boy.

"Andrew!" the mother cried in terror and anguish.

"Mom . . ." was all that the little boy could muster.

Sudden

darkness

allows

writer to

build up

to visual details

I was, indeed, startled by the vicious sounds of the dog, so I immediately jumped out of

my seat. As I was about to run into the next room, the lights went out. Lost in the utter darkness, I stumbled across the large study into an even darker hallway. By the time I made my way to where I had heard the horrid sounds, they had ceased.

I picked up one of the many flashlights that I had placed around the house in case of a storm blackout and switched it on. The beam of light merely served to cast an ecerie glow on everything that it fell upon. I proceeded to walk down the hallway, when something hit my foot. I shined the light downward, to the floor near where the object had made contact. It was the ball.

As I stooped over to pick it up, I realized that it was totally covered with blood, warm blood, and it had come from the kitchen. Turning my light into the room, I scanned the area for anything. A pool of blood stood against the farthest wall. It was slowly growing in size as if the very mirrors themselves were bleeding. *foreshadowing*

Building

suspense

I stepped back into the hallway, sickened by the sight. As I turned to go down the hall, my light passed over something that caught my eye. I shone the light again on the thing. There, at the end of the hallway standing in the mirror, stood the blackest, most vicious dog I had ever

seen. Its teeth were red and smeared with blood, and it licked its jaws as its crimson eyes sized me up. My blood ran cold. *Specific visual details*

*Italics emphasizing
unreality*

I watched in fear as the creature looked me over. I immediately turned and ran from the ghostly beast. I didn't need to look back to know that the beast was somehow following me through the mirrors, I could feel the force behind its evil eyes enough to make my soul shiver. *Sensory details*

I turned from the hallway into another one of the many mirrored rooms. To my surprise and fear, the demonic animal was already there, ready to strike. In a fit of fear and panic, I

pitched the flashlight, with all my strength, into the mirror from where the dog stood. The beast gave out a yelp as the entire mirror shattered, and its pieces fell, clattering to the floor. Silence hung heavy throughout the house.

*Action stops as plot begins
facing action*

I stood in that room for a bit, trying to catch my breath. The lights came back on as swiftly and suddenly as they went out, and I sighed in relief at the illumination. I scanned the room for the horrid animal. There was no sign of it, not even blood.

My head hurt greatly as I climbed the stairs up to my room. Once there, I closed the door and collapsed onto my bed. This is where I now lay, staring up at the ceiling, gripping Andrew's bloody rubber ball. I seemed to have forgotten that I carried it.

*Returns
to
present
tense*

It is apparently over now. At least, I hope it's over. My perception, no matter how unrestricted, cannot handle another series of events like those I've just recently experienced. My mind is in ruins, my sanity is shattered, and my soul is frozen from the terror. This, I hope, is the end.

Tension begins to build toward conclusion

But wait, what's that? It sounds like a faint scratching upon my bedroom door. Maybe it's Andrew. Maybe he wants his ball back . . . maybe . . .

Effective conclusion

A few errors in correctness

Poem
Grades 9-12 Skills List

The writer of a competent poem demonstrates most or all of the following skills:

PURPOSE/AUDIENCE

- meets the reader's needs and expectations by adhering to the conventions of poetry
- focuses on the purpose (e.g., paint a picture, re-create a feeling, tell a story, capture a moment, evoke an image, show an extraordinary perception of the ordinary)
- narrows topic
- uses an individual voice
- creates a title which captures the essence of the piece and creates reader interest

IDEA DEVELOPMENT/SUPPORT

- uses sensory details
- uses poetic devices (e.g., simile, metaphor, personification, imagery)
- creates a mood
- does not sacrifice meaning for rhyme

ORGANIZATION

- maintains coherence and unity
- arranges the poem using white space, line breaks, and shape to enhance meaning

SENTENCES

- uses line breaks effectively
- employs rhythm, melody, and perhaps rhyme

LANGUAGE

- makes language choices based on economy, precision, richness, surprise, impact on the reader
- uses descriptive language
- uses strong verbs and precise nouns
- uses figurative language

CORRECTNESS

- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- departs legitimately from standard correctness to enhance the meaning of the poem

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

Grade 9 - Poem

The Marker Paper Committee read many poems written by ninth graders. Although many of these poems demonstrated competent writing skills, none is included here for one or more of the following reasons:

- The poem dealt with subject matter that was not appropriate for a statewide marker paper.
- The poem demonstrated skills at a higher level than should be expected for grade 9 students.

The Marker Paper Committee will continue to read grade 9 poems in order to select an appropriate marker. If you would like to submit a poem written by a grade 9 student for the committee's consideration, please send the poem to

Cherry Boyles
KDE Marker Paper Project
1812 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Grade 10 - Poem

- Adheres to conventions of poetry
- Does not sacrifice meaning for rhyme
- Arranges poem using white space + line breaks to enhance meaning
- Uses individual voice

The Revelation of the Tree - Title captures essence

I came to a tree
Vaulting in stature
Surrounded by others
Who were competing
For the sensation of oxygen

> Economical language
of piece
Personification

I saw those who stood
So proud and tall

Continued personification
makes final stanza believable

Those who felt no commiseration
For the smaller ones who only
Wanted to blossom and flourish.
The branches of the monumental
Structures towered over the heads
Of the feeble, dying, bodies.

uses precise language
Contrasting sensory details lead reader to the "revelation" (purpose)

Then my eyes dropped down limb by limb
To those that had collapsed to their knees
Under the weight of the mighty ones
I saw those who were in the depths of sorrow,
And none would offer them a hand.
They knew they couldn't rise beyond
Those with such prodigious omnipotence.

Aliteration
Effective line breaks
- experiments w/ "wrap-around" lines

I saw the beautiful, demonic, honeysuckles
Creeping silently over the feet of the helpless lilacs

Contrast foreshadows ending

As well as the rigid weeds who
Were smothering the ground.
A hawk, who was perched on a limb,
Swooped down fiercely stabbing a field mouse
With his razor talons.
My heart dropped suddenly and slid
To my feet, resting between my toes.

Precise lang.

How can they be so vile and cold-hearted?
Then the largest tree in the middle of the forest said
"My child this is the way of the world."

Conclusion reinforces purpose

NEXT LESSONS

- Use a variety of figurative language techniques

Grade 11 - Poem

- Adheres to conventions of poetry
- Does not sacrifice meaning for rhyme
- Arranges poem using white space + line breaks to enhance meaning

He Speaks of Mountains - Title captures reader's interest

uses individual voice

When my hands

Image captures a moment

were still small enough to capture fireflies and watch their glow

inside my fleshy, clutching caves, metaphor for speaker's hands

He spoke of the mountains. Evokes image of heritage + connects to title

Told me that he covered them with barefeet, Language choices enhance meaning + mood
while dew still dripped from sycamores. Alliteration

Strong rebo Freckled and perched upon his knee, I followed his eyes blue like mine-as
they traced his youth paths. His lips formed the legends of an era, filled Sensory details / Imagery
with briar fences and smokehouse cabins. Surprising, vivid language

Hawk nests and fields of hay.

"See the road." I nodded yes.

Dialogue evokes appreciation of heritage

"It was dirt and narrow."

He traveled earth-barren wagon ways to the cemetery, beyond the
bordered pasture.

Alliteration

"See the ridge." I smile.

"Your family rests beneath."

Rough limestone, shaded grave, the face of my legacy becoming soil. Assonance

— white space emphasizes passage of time —

He speaks to me of mountains, and pine-laden forests. Repetition for unity
Breezes as gentle as his whisper. Simile

My palms, the color of ripe apricots, release the prisoner struggling
within.

Image emphasizes passage of time + growth/awareness of speaker

He Speaks of Mountains

*I breathe, deeply- thin, rural air. The same my grandfather thrives upon.
Crisp, like the fallen maple leaves, freshly upsetting the surrounding
trees.*

*alliteration
Imagery provides
connection between
speaker + grandfather*

NEXT LESSONS

- Create more intentional line breaks
- Develop a stronger sense of unity in the conclusion
- Utilize more concise phrasing

- Focuses on capturing the moment to evoke a feeling
- Develops idea through a series of contrasting images (unity)

Grade 12 - Poem

FIRE

Contrasts objective news report with poet's description

I drove my car indifferently contrasts to idea of poem

On a Saturday of no particular color

When I saw the street that was on the six o'clock news (we take you to the scene live)

And I turned down that road

Reluctant but still wanting to see. contrast

A short distance down, it stood

Amid pristine new structures that were

Impeccably groomed with not a thing out of place

The charred timbers that were somebody's home

Reaching with spindly, sickly, blackened arms

Pleading toward the sky in frozen agony

to be whole again.

And I thought of the flames

Creating their unholy halo against the night sky

Greedily devouring all and belching heavy black smoke

This mass of contrasts that were these flames.

Strong verbs

Contrasts

Glowing yet so cruel

Never cold but still uncaring

Of whose safe kitchen they invade

Or what child's toys they break

Or whose father they burn the life out of.

And after a long moment I turned back the way I came

Having no more business there

Already losing the edges of the memory

But knowing that, before I drifted off to sleep that night,

I would send a silent, earnest little prayer--

Please God don't let the flames get me.

Precise language

Each image increases the horror

Personification

- Adheres to conventions of poetry
- Uses an individual voice
- Uses effective line breaks

Play/Skit Skills List & Continuum

Grades 9-12

The Play/Skit Skills List will be added upon completion of the Play/Skit continuum.

Please refer to the Marker Paper Submission page to submit plays/skits for consideration.

Grade 9 – Play/Skit

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Grade 10 – Play/Skit

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Grade 11 – Play/Skit

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Grade 12 – Play/Skit

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Feature Article Grades 9-12 Skills List

The writer of a competent feature article demonstrates most or all of the following skills:

PURPOSE/AUDIENCE

- shows an understanding of the reader's perspective
- writes from the perspective of an informed writer to a less-informed reader
- meets the reader's needs by adhering to the conventions of a feature article
- focuses on the purpose (i.e., presents new information or a new perspective on old information)
- narrows topic
- writes to a reader other than the teacher
- anticipates reader's reactions, questions, lack of understanding
- writes a beginning which gives the reader some context or reason for reading the article
- makes it clear what the reader should know, do, and/or believe as a result of reading the article
- uses an individual voice and/or appropriate tone
- creates a title which captures the essence of the piece and creates reader interest

IDEA DEVELOPMENT/SUPPORT

- develops ideas which are connected to the core content of the course in which the article was written
- uses appropriate strategies to develop ideas
- uses information from a variety of sources
- clarifies and interprets ideas
- supports ideas with facts and opinions; demonstrates knowledge of the difference between fact and opinion
- uses persuasive techniques, if appropriate
- uses subheads, pictures, captions, charts and graphs, headings, other publishing conventions as appropriate
- provides support which is accurate and thorough enough to achieve the purpose of the piece

ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the article into paragraphs which are generally shorter and therefore more frequent
- uses transitions between ideas
- maintains coherence and unity
- concludes the article effectively

SENTENCES

- writes complete sentences
- sentence beginnings may vary but sentence structures often remain more simplistic

LANGUAGE

- chooses language appropriate to the audience and purpose
- uses specific language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

CORRECTNESS

- cites references and documents sources
- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

Grade 9 - Feature Article

- Writes to a broad audience
- Varies sentence beginnings but uses less complicated sentence structures
- Frequent paragraphing
- Provides "tour" by placing ideas in a meaningful order

A JOURNEY

Title captures essence of piece & creates reader interest

TO MAYSVILLE

Relates to reader & gives purpose

A three-day weekend is approaching and it is time for a quick family getaway. You could make your way to a large city loaded with confusion and short-tempered people. Or you could choose to head towards Kentucky's most interesting town that will satisfy anyone from a grandpa, to a teenager, to a working mom. The one and only Maysville is a town overflowing with friendly people, amazing historical sites, breath taking architecture, beautiful scenery and delicious home-cooked food that will leave you with a smile. So pack your bags and take a journey to Maysville, Kentucky that you will never forget.

Appropriate tone

Relates to target audience

Clarifies what reader should believe as a result of the article

Informed writer

Supports w/ facts & opinions

With the population increasing as time progresses, Maysville is a growing community located in Mason County. The population of Mason County itself is also predicted to increase over time. In 1990, the population was 16,666. By the year 2000, 17,991 people are predicted to reside in Mason County. This shows that Maysville not only attracts tourists but it attracts residents as well due to its friendly, welcoming atmosphere. Even the job situation is stable since only 1,346 people commute out of the county to work while 3,023 people commute to Mason County to work and the poverty rate has decreased between 1989 and 1993.

Maysville has continued to grow since its establishment in 1787. When

the town was first founded, it wasn't referred to as Maysville though. At first it was named Limestone due to its limestone riverbanks. When Kentucky was granted state-hood in 1792, Limestone became known as Maysville. In 1830, a four-mile path used by animals as they traveled from the Ohio River to the salt licks at Blue Licks was established. This path, Buffalo Trace, was then beginning to be used by people which led to more settlers residing in this area. Now Buffalo Trace is known as U.S. Highway 68.

Transitions between ideas

Finding your way to Maysville for your quick family getaway will be a breeze since U.S. Highways 62 and 68, four-lane AA Highway and Kentucky Routes 10 and 11 run through Mason County. If you plan on flying, the Cincinnati-Northern Kentucky Airport is located only 71 miles away.

Anticipates reader's questions

When you first arrive in Maysville with your family, you will notice that there are an abundance of places to visit. A great place to stop by is the Mason County Museum located on Sutton Street. This museum was built in 1878 as Maysville's first library and is listed on the National Register of Historic Places. Here you can follow the story of Simon Kenton who is nicknamed the father of Mason County. Also study historical and genealogical records. Don't forget to stroll through the art gallery and view videos and artifacts that will let you glance into Maysville's early pioneer days.

Transition maintains unity

Supports w/ facts

Continues to relate to reader

Precise verb

Located beside Mason County Museum is the public library. Be sure to view this magnificently constructed building. Directly behind the library is believed to be the county's first graveyard. This graveyard holds the tombstones of Jacob Boone, first trustee of Maysville, Charles Erb Wolfe, first

Mayor, and Peter Grant, uncle of President Ulysses S. Grant.

Clarifies + interprets ideas
Don't forget to visit the National Underground Railroad Museum. Here you can learn about how the Maysville area helped move participants of the Underground Railroad out of bondage and into freedom. Then stop by Phillips Folly in downtown Maysville. Phillips Folly was one of the stations on the Underground Railroad. *Voice* Legend has it that this building was started in 1825 by William B. Folly who ran out of money and then finished the house after winning at gambling in 1828. Phillips Folly is located on the National Register of Historic Places.

Transition If you enjoy great scenery, Limestone Landing is the place for you. Founded in 1992, Limestone Landing represents the return of steamboat activity. *Appropriate word choice* Relax while listening to the Delta Queen and the Mississippi Queen as they make their frequent stops along the Ohio. In a fountain nearby, a large rock resides with the initials D.B. carved in it. Daniel Boone is said to have made the carving.

Another point of interest is Rosemary Clooney's childhood home. Visit the red brick home where this famous singing star lived. The street was named after her when her first motion picture premiered.

Voice Only four miles south of Maysville is Old Washington, Kentucky. If you have extra time on your hands, travel to this quaint town and stop by Marshall Key House. It was here Harriet Beecher visited in 1833 and got the idea for her famous book Uncle Tom's Cabin. Also stop by the Paxton Inn which was another station on the Underground Railroad.

While in Mason County, view two of the thirteen covered bridges left

in Kentucky. These carefully yet magnificently wood covered bridges include Dover Covered Bridge and Valley Pike Covered Bridge.

Confusingly weaves fact + opinion

The three-day weekend ends quickly and it is now time to return home. The car is packed, the children buckle their seat belts and the gas pedal is pushed. You have had a wonderful getaway and look forward to the next three-day weekend when your family can return to Maysville for yet another exciting but relaxing visit.

Connects to lead

Clarifies what the reader should know + do

About the Author:

_____ was born in Glasgow, Kentucky in 1984. In her spare time, she enjoys reading and playing basketball and tennis. She currently attends G_____ H_____ S_____ as a 9th grade student and would like to be a pediatrician when she grows up.

Conventions of an article

NEXT LESSONS

- Cite references and document sources
- Refine publishing conventions

Grade 10 - Feature Article

- Sub-headings provide transition
- Frequent paragraphing
- Variety of sentence beginnings with less complicated sentence structures
- Adheres to conventions of a feature article

Title engages reader

Where are the Fans?

Engaging lead

The game is tied 50 to 50; the home team has the ball with three seconds on the clock. The cheerleaders stand on the sidelines chanting their school's name. The reserves stand motionless.

Control of punctuation

The ball is thrown into the center; the player turns around, shoots... HE SCORES! The home team wins the game. But wait, where's the excitement? Where's the school spirit? Where's the celebrating? While victories are happening on the court, where are the fans?

Series of rhetorical questions increase reader's engagement

School Spirit

It used to be that going to the high school basketball game was the thing to do. You could barely find a seat to sit in because the gyms were so jammed packed. Not anymore though. Even during this year's WYMT tournament, the district tournament, and regional tournament, there were plenty of seats that were empty. Most nights of these games involved four schools and yet the bleachers weren't completely filled. At the regular season games, you just about had whole sections of bleachers to yourself. It's not that the school spirit has died out. It's because of the outrageous cost of attending a ballgame. If you attended the four games of the WYMT Mountain Classic, you paid \$20.00 to get in.

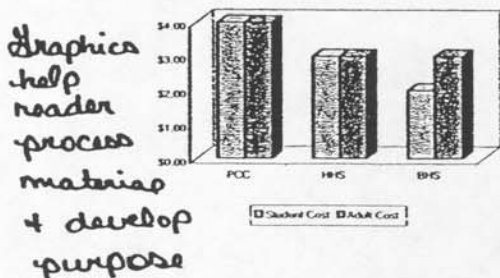
Writer's voice + connection to reader makes problem relevant

This is just the cost of the admission for one - not a family. D____ H____ M____, principal of H____ H____ S____, says it's because there are too many games a week and parents, students, and fans can't afford it.

Primary research supports purpose

Empty Wallet

In the past couple of years, the cost of tickets to get into high school basketball games has shot up in P____ C____. Below shows the admission cost for a regular season game for each high school in the county.



Fans these days have a hard time coming up with three and four dollars for four ballgames (including both boys' and girls' teams) a week. Of course, the chart doesn't include the cost to get into classics or tournament games.

Paranthesical comments add to voice

According to P____ G____ who is the financial clerk at PCC, these games are five dollars to get in. A family of four would have to pay \$20.00 for admission for one game. This isn't including concession stand money spent. What are these parents suppose to do?

Internal reference to source

Parents Too

Let's think about the parents of these athletes and the sacrifices they make so the high school even has a team. First, they buy the accessories (shoes, warm-ups, socks, and anything else required) their child needs to participate. Fund raising is offered but who does that? The parents do. They spend tons of cash on gas all season getting their child to and from practices and games. And yet they have to pay the same admission as everyone else. They don't just walk into the games for free. Parents are out quite a bit of money each week because of wanting to go and support their child in the activity he/she enjoys doing. For some families, this becomes a financial burden. Especially when parents have other children besides the one on the court. I know that my parents (I do not have any siblings) spend at least \$16.00 a week just to come and watch me cheer. Going to every game this year, my parents have spent a total of \$222.00 just on admission. That's pretty expensive.

Repetition provides transition

Relates to audience

Details continue to develop issue

Language creates appropriate tone

Personal ex. adds authority to writer

Where do the \$'s go?

People have grumbled and griped about the gate cost but there is one consolation. According to each school, the money isn't being wasted. P____ C____ C____ H____ S____, B____ H____ S____, and H____ I____ H____ S____ give the money taken up at the gate to that particular sport the crowd comes to support. This money helps pay for gas and bus drivers for away games, out-of-state expenses for teams when scheduled, new uniforms, equipment, gym clean up and other expenses the teams have throughout the year. Still these schools and groups would probably receive more for their accounts if they would lower the price to get in so more fans would come. Those extra fans would make up for the few dollars knocked off of the gate price.

Analysis of problem indicates objectivity

Facts

Writer attempts to draw a

logical

conclusion that addresses the purpose of article

Gym Capacity

In years past, the problem of fans not attending a game was because of seating availability. Not in recent years, though, because of newer and remodeled facilities, there is plenty of room for the students, parents, and other supporters. Below shows the seating capacity of the high school gyms in P. C.

Chart supports purpose

SCHOOL	COMPACITY	ENROLLMENT
PCC	4000	1013
HHS	3500	330
BHS	500	(k-12) 550

Primary research w/ ref. to source

Not one of these gyms fills up for a game on a given night, not even at a rivalry game. N. (financial clerk at B. H.) says the average attendance of ballgames at regular season games is around 66 to 100 people and for a rivalry game about 200 fans will come to support the team. Not a lot, right? How do you suppose the athletes feel at B. H. S. when they come to play their hearts out and all they see in the fans are basically their family members?

Where Are The Students?

Relevant details support objectivity

The gyms will probably never look like they did in the 70's and 80's, though. Student enrollment is one factor. It isn't as high as it once was because of the fact people don't have as large families as they use to. Take P. C. for example. When the school opened in 1995, they were classified as a 4A school. Since then, because of the drop in student enrollment, they are now considered a 3A school. But there are still quite a few students in our school systems. P. C.'s enrollment is 1,013 (which the above chart shows). Out of this number, there are a total of 76 athletes on the court. This includes boys' and girls' basketball teams and boys' and girls' varsity cheerleaders. But Mrs. G. says there is an average attendance of only between 200 and 300 people that attend a game regularly - the majority being the family of the athletes - about 150 fans. Take that from 200 and all that show up to watch the team are about 50 (or a little more) supporters that have no family connections with the athletes.

Clarifies data

How Can We Help?

Now that we know the single factor of why no more fans show up to support these athletes than do, we need to "fix" the problem. We need to make the admission cost more reasonable and affordable for people. Below are a few suggestions that could help resolve the problem:

Offers solution

- * Let students pay \$2.00 while adults pay \$3.00 for admission for all games,
- * Offer parents five tickets for five dollars to use at any game during the season,
- * Offer selling a \$30.00 pass that gets fans in for regular season games (not classics or tournaments),
- * Or offer selling a \$40.00 season pass, which can be used to get into all athletic events (not just basketball, but football, soccer, baseball, softball, volleyball).

Bulleted information clarifies the recommendation

These may not sound like much, but if you multiply them times the family members, it's a lot of money for the schools. For example, if a family of four buys the \$40.00 passes, that would be three passes for \$40.00 each (excluding the athlete). That would be a total of \$120.00. Even if only one parent each for the 76 athletes at P. C. bought a \$40.00 pass, that would add up to \$3,040.00, and PCC would still make money at the gate for those who don't have passes. Another suggestion to help get fans to the games would be each school could offer promotions. These also would help ease the cost of admissions for the fans.

Examples support purpose

- * Have more student appreciation games when students are given a free pass for one regular scheduled home game,
- * Have parent appreciation games that would work the same way,
- * Have games where free tickets to future games or an upcoming tournament are given away,
- * Or have games where proceeds are given to a certain group for a specific cause - not just the basketball accounts.

Relates to different members of the audience

And there are many other ways to get people to these gyms to support our athletes. The school systems could even ask parents and students for ideas.

And wouldn't that be exciting for the athletes to

see these gyms in P— C— filled to capacity
for "just" a regular game!

The Final Score!

The game is tied 50 to 50; the home team has the ball with three seconds remaining. The cheerleaders stand on the sidelines chanting their school's name. The fans cheer with them. The reserves stand motionless. The ball is thrown into the center; the player turns around; he shoots . . . HE SCORES! The crowd goes wild!!!

*Effective conclusion
connects to scenario
presented in the
introduction*

NEXT LESSONS

- Utilize a wider variety of sources
- Consider parallel structure of sub-headings
- Utilize more specific word choices

Grade 11 - Feature Article

- Adheres to conventions of a feature article
- Sub-headings provide transitions
- Frequent paragraphing
- Sentence beginnings vary while sentence structures remain less complicated

Head engages audience

A Lifetime of Music - Title captures essence of piece

What would you say if I told you that there was a very simple way to significantly increase your IQ and reduce your stress level? Or, what if I told you that you could shorten that dreaded hospital visit that you have coming up? What if I told you that you could, at the same time, improve your K.I.R.I.S. test scores by an average of 36%? What if I told you that you could heighten your SAT College Entrance Exam scores too? "How?" would probably be your first question. The answer is a simple five letter word...MUSIC!

Focuses answer is a simple five letter word...MUSIC!

No, you're not dreaming.

Sub-headings for transitions

Benefits for Children

Internal doc. of authority

A study conducted by Frances Rauscher, a psychology professor at the University of Wisconsin-Oshkosh, showed that children taking music lessons had a great increase in their capabilities of working with others, memorizing, understanding spatial concepts and dealing with time.

Experts believe that the positive effects toward time are due to the fact that, in order to play music, you must count rhythms, tempo, and keep track of timing. In both music and math you must be able to look ahead. "Playing the piano, for instance, requires you to be able to look ahead—you have to plan your finger patterns based on where you think you're going," says Rauscher. Music also teaches discipline to children in a very unique and fun way.

Music is a must-have skill that will last a lifetime!!

Transition

In a preliminary study, singing lessons were given to five three-year-olds from an inner-city day-care center. Five other kids, age three, got 15 minutes of piano lessons per week. After six months of music all of the children showed significant improvement in their ability to put together pieces of a puzzle within a given time limit. This same type of reasoning of

how things fit together is used by engineers, chess players and high-level mathematicians.

Initially, the kids in the study were below the national average; but after music training, scores nearly doubled. Keyboardists also saw their scores rise significantly.



Appropriate use of boxed info., graphics



Exercising these brain patterns early in life is predicted to have an everlasting impact upon your abstract reasoning skills.

Comparison

Benefits for High School Students

Info. from a variety of sources
For years people have speculated on the benefits of music and the arts, but it wasn't until just recently that scientific evidence turned their predictions into concrete evidence.

Trans. to local level
Locally, Steven Moore (then the Director of Bands at Lafayette High School) decided to conduct a study of his own to prove the correlation between music and the brain. His study was conducted on Lafayette High School's Senior K.I.R.I.S. test scores for the school year of 1993-1994. Moore monitored test scores of those enrolled in Orchestra or Band classes comparatively to those who were not. His findings were, indeed, very interesting. Moore found that fifty-three of those enrolled in these classes scored an impressive 36% higher on the highly esteemed state tests in the subjects of Social studies, Science, Reading and Math than 251 other seniors that hadn't taken the classes.

Statistics to support
Pretty impressive, right?
The effects of music aren't limited to our local region either.

Continued to reference sources
Nationally, in 1995 The College Board found that students who had taken acting, art, dance, music, photography or studio art scored significantly higher than the average for all students on the verbal and math sections of the SAT College Entrance Exam. They scored exceedingly far above those who hadn't taken any of the arts related courses.

The study by The College Board also found that the longer the students had taken the courses, the more significant the benefits.

Recent studies have shown that participating in extra-curricular or co-curricular activities has a greater impact upon college entry than GPA, class rank or test scores!!

Benefits for Older People

Music may hold benefits for older people as well. Abstract reasoning IQ tests of 36 college students were about nine points higher when preceded by 10 minutes of

listening to Mozart than they were when the same students listened to a 10 minute relaxation tape or sat in silence before the exam.



Health Benefits

Previous research has linked stress to the perception of pain. Participants in a recent study were asked to rate their anxiety levels twice daily, beginning 3 days prior to surgery using a scale of 0 to 100. All clustered around 80 prior to the random distribution of musical tapes. By surgery time the listeners had averaged a 40 point drop in anxiety, while non-listeners had stressed up about 5 points.



After the surgery the conductors continued their study. Listeners consistently reported only half the post-op anxiety and pain of

the other patients—and used half as much pain killer!!

The reduced use of medication actually boosted their recovery time, allowing the patients to be released from the hospital a day earlier, virtually anxiety-free, while the others continued to average a surprisingly high score of 50 at discharge.



My Concluding Remarks

In conclusion, I would like to reiterate the fact that throughout every study, I found that similar benefits were found. Those involved in music were better skilled in math, speech and social skills. I feel that this sort of information should be accessed and researched by everyone, especially parents.

So, the next time you hear someone say that music is merely a time filler or that band is a "geek" organization, you can gently correct them. There is a whole lot more to music than what

meets the eye...and the benefits last a lifetime!!

Words of the Wise!!



* Wherever there is good music there is harmony, Wherever there is harmony there are good citizens.

Moore

* Music is the first, the simplest, the most effective of all instruments of moral instruction.

Ruskin

* Noble and manly music invigorates the spirit, strengthens man and incites him to great and worthy deeds.

Homer

* Since music has so much to do with the molding of character, it is necessary that we teach it to our children.

Aristotle

* Children should learn to play some musical instrument, not merely listen forever to "canned music" or music through the air. A child should be taught to do it himself, with his own hands. Teachers and parents should realize that to use the hands trains the brain.

Arthur Brisbane
(New York America)



NEXT LESSONS

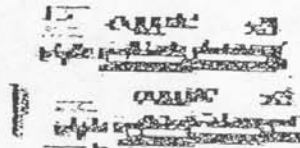
- Document sources
- Consider alternate leads
- Continue to experiment with publishing conventions

Grade 12 - Feature Article

- Adheres to conventions of a published article (sub-headings, illustrations, captions, bold type, charts)
- Frequent paragraphing
- Although sentence beginnings vary, sentence structures remain less complicated
- Writes about a sophisticated topic + indicates content knowledge

Generic Drugs VS. Brand-name Drugs

Title captures
essence of the
piece



Motrin, Tylenol, and Equate have the same ingredients and the same strength. But there is a very important difference in price between the generic drug and the brand name drug.

By

Informed
writer
to less
informed
reader

There is quite a battle occurring in the states over patient choice and access to generic pharmaceuticals. (If this fight is lost, patients, consumers, and taxpayers can expect to pay more for their prescription drugs.) Establishes context

Generic pharmaceuticals saved consumers \$8 - \$10 billion in 1994, and that figure represents only drugs sold directly through pharmacies. These savings of health care dollars enable insurance companies, managed care companies, and patients to acquire other needed health services more easily. (But there is a great danger that those savings could be lost if patients, doctors, pharmacists, and other health care providers do not join together to stop the manipulation of state and federal laws that are raising hurdles to obtaining safe but economical generic drugs. For example, some brand-name companies spent

Anticipates
reader's
questions

Transition
leads to
change
in
tone

Language
specific
to
purpose

millions of dollars during 1997 and 1998, battling over a special category of drugs in state. While a brand-name company claims safety reasons and a desire to protect patient health as the reason for all of its activities, a closer look reveals another motive. Either the brand-name is facing stiff competition for the first time, or the drug has just gone off patent. What really is going on is a fight to protect the company's monopoly. By this year, brand products with current annual sales of more than \$12 billion will lose patent protection and be vulnerable to generic competition.

Food and Drug Administration's Role

According to the Food and Drug Administration (FDA), a generic drug is a version of a pharmaceutical that is equivalent to the pioneer or brand-name

Sub-headings
used for
transition
Internal
reference to
source

Clarifies drug. Generic drugs are usually sold under the chemical name and drug. Brand-name drug companies invest hundreds of millions of dollars to research and develop a new drug. But once the drug goes "off-patent" other manufacturers may reproduce and market the generic alternative. The FDA requires the generic version to be bio-equivalent. This means the generic drug must have the same active ingredients, be identical in strength, have the same dosage form, identical route of administration, and release the same amount of the brand-name drug. There is one difference: the generic drug is cheaper and can save money for the insurance companies and the patients. The FDA makes it clear that the cheaper generic drug is not inferior to the brand-name drug.

Provides relevant example

Brand-name	Generic drug	Active ingredient
Motrin	Equate Ibuprofen	Ibuprofen 200 mg
Tylenol	Equate Extra Strength	Acetaminophen 500 mg

Places ideas in a meaningful order

Numbers for organization

The Hatch-Waxman Act ^{legal authority}

In 1984, the Hatch-Waxman Act (also called the Drug Price Competition and Restoration Act) increased the speed of bringing a generic pharmaceutical on the marketplace. The goal was to attempt the financial interests of brand-name companies with those of the generic industry. Effects:

1. Before 1984, generic companies were required to prove the safety and efficacy of their products. But after 1984, a generic company had no longer to duplicate the testing requirements that had already performed by the brand-name company.
2. It gave brand-name companies a patent extension that cannot exceed five years and it cannot allow the period between approval and patent expiration to exceed fourteen years. The average length of patent extension is three years.
3. It delayed generic competitions in other ways; e.g. drug companies have to wait five years after a new chemical entity drug is on the market.

After the Hatch-Waxman Act, other laws were made that allowed brand-name companies to a longer period of exclusivity; e.g. 1994, the Uruguay Round Agreements Act that extended the length of patent life for all inventions. After the Hatch-Waxman, the generic industry has grown very fast. Today generic drug account between forty five and fifty percent of all prescriptions in the United States. It was natural for brand-name companies to find ways to protect their marketshare. A way to do that was to provide the big discounts to managed care companies so that the brand-name drug was included in the managed care company's formula. Sometimes the brand-name company goes to Congress and lobbies for a patent extension.



Different names, different shape, different prices? They have the same ingredients, but you can save a lot of money if you buy the generic drug.

Another way some drug companies try to discourage the use of generic drugs is by labeling some "critical care" drugs. Generic drugs cannot be substituted for the drugs on this list. This prevents consumers from paying the lower price for the generic equivalent of the drug.

Public needs to be informed ^{Clarifies}

All parties concerned need to stay well informed about the strategies companies are using to prevent the use of generic drugs. The brand-name drug companies need to be made aware that these policies cannot be allowed because the public should buy the drugs at the lowest price.

what the reader should do/believe as a result of reading the article

Difference in Price

There is a difference in the price for a generic drug and a brand-name drug. The brand-name drug costs almost twice as much as the generic drug. Even though both have the same chemical and the same effect. The

Provides support that is accurate and thorough enough to achieve the purpose

difference in price could help the consumer to save money.

Differences in Price

Brand name	Price	Generic drug	Price	Difference in price
Motrin	About \$5.00	Equate Ibuprofen	About \$2.50	About \$2.50
Tylenol	About \$4.00	Equate Extra Strength	About \$3.00	About \$1.00

Continues to develop w/ chart (connects to earlier chart w/ further development)

The consumers pay enough money for their prescription drugs. Since the insurance companies and the brand-name companies get the money for their products, it is just fair for the consumers to buy the cheaper generic drug. The brand-name companies would not lose any money because of the Acts (laws) that were made.

Conclusion/ summarizing purpose

_____, exchange student from Germany wrote this article as a Senior at L____ C____ H____ S____, Ky. Also a Basketball player, she wrote the article at the suggestion of her chemistry teacher, D____ J____.

REFERENCES

- Berger, Georg; Generic and Brand-name drugs; Berlin (Germany); October 12th 2000
- Koberstein, Wayne; Business and Industrial Review; www.britannica.com; April 1998
- Koberstein, Wayne; Generic drugs: Saving money at the Pharmacy; www.britannica.com; April 1998
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Documentation of sources

Persuasive Letter Grades 9-12 Skills List

The writer of a competent letter demonstrates most or all of the following skills:

PURPOSE/AUDIENCE

- shows an understanding of the reader's perspective
- writes from the perspective of an informed writer to a less-informed reader
- meets the reader's needs by adhering to the conventions of a letter
- focuses on the purpose
- narrows topic
- writes to a reader other than the teacher
- anticipates reader's reactions, questions, lack of understanding, point of view
- writes a beginning which gives the reader some context or reason for reading the letter
- makes it clear what the reader should know, do, and/or believe as a result of reading the letter
- uses an individual voice and/or appropriate tone

IDEA DEVELOPMENT/SUPPORT

- develops ideas which are connected to the core content of the course in which the letter was written
- uses appropriate strategies to develop ideas
- uses information from a variety of sources
- supports ideas with facts and opinions; demonstrates knowledge of the difference between fact and opinion
- shows evidence of logical reasoning
- uses persuasive techniques
- provides support which is accurate and thorough enough to achieve the purpose of the piece

ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the letter into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the letter effectively

SENTENCES

- writes complete and varied sentences

LANGUAGE

- chooses language appropriate to the audience and purpose
- uses specific, concise language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

CORRECTNESS

- uses correct letter format
- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

Grade 9 Persuasive Letter

The Marker Paper Committee read many persuasive letters written by ninth graders. Although many of these persuasive letters demonstrated competent writing skills, none is included here for one or more of the following reasons:

- The letter dealt with subject matter that was not appropriate for a statewide marker paper.
- The letter demonstrated skills at a higher level than should be expected for grade 9 students.

The Marker Paper Committee will continue to read grade 9 persuasive letters in order to select an appropriate marker. If you would like to submit a persuasive letter written by a grade 9 student for the committee's consideration, please send the letter to

Cherry Boyles
KDE Marker Paper Project
1812 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Grade 10 Persuasive Letter

The Marker Paper Committee read many persuasive letters written by tenth graders. Although many of these persuasive letters demonstrated competent writing skills, none is included here for one or more of the following reasons:

- The letter dealt with subject matter that was not appropriate for a statewide marker paper.
- The letter demonstrated skills at a higher level than should be expected for grade 10 students.

The Marker Paper Committee will continue to read grade 10 persuasive letters in order to select an appropriate marker. If you would like to submit a persuasive letter written by a grade 10 student for the committee's consideration, please send the letter to

Cherry Boyles
KDE Marker Paper Project
1812 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Grade 11 Persuasive Letter

The Marker Paper Committee read many persuasive letters written by eleventh graders. Although many of these persuasive letters demonstrated competent writing skills, none is included here for one or more of the following reasons:

- The letter dealt with subject matter that was not appropriate for a statewide marker paper.
- The letter demonstrated skills at a higher level than should be expected for grade 11 students.

The Marker Paper Committee will continue to read grade 11 persuasive letters in order to select an appropriate marker. If you would like to submit a persuasive letter written by a grade 11 student for the committee's consideration, please send the letter to

Cherry Boyles
KDE Marker Paper Project
1812 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

- Writer logically organizes details of the argument by describing details in the order that a wheelchair user going to the gym would encounter them.

Grade 12 - Persuasive Letter

5000 Elm Street
Any Town, KY 40000
March 1, 1996

Uses correct letter format

School Board
2102 Oak Street
Any Town, KY 40000

Dear School Board Members:

Lead established
focused
purpose The gymnasium at _____ High School is not conveniently accessible to persons relying solely on a wheelchair as a means of transportation.

Supports
ideas w/
facts There is only one handicapped parking space in the proximity of the high school, and this parking space is often occupied by persons not requiring the convenience of handicapped parking. Surely, the available number of handicapped spaces at _____ High

falls far short of the recommendations set forth by the A.D.A. *Uses expert*

Transition

Furthermore, there are only four wheelchair accessible entrances to the main

Supports school building from the street. None of these is in close proximity to the gymnasium.

ideas
w/ facts At night time, only one of the four entrances is available by a wheelchair user. This entrance, being adjacent to the main lobby of the school building, is frequently blocked

with the car of an inconsiderate driver, thus rendering all wheelchair accessible entrances

to the school unapproachable by an unassisted wheelchair user.

Use of logical reasoning

In the event that the only ramp to the school is approachable by a wheelchair, the disabled person requiring the assistance of a ramp would have to travel the same distance, if not farther, than most able-bodied persons.

Transition

Even then, the concrete walkways to the gym are not easily navigated by a

Specific language

wheelchair user. The ground beneath the walkways has shifted, leaving the pathways to the gymnasium in poor shape. I have fallen out of my wheelchair twice on these walkways.

Supports w/ personal experience

Establishes authority of writer

The ramp connecting the walkways to the gymnasium is also badly in need of

Varied Sentence Structures repairs. The base of this ramp has been chipped so severely that one would call it nothing short of a small curb. Assuming that this ramp could be accessed by a wheelchair, the user could not reach the top of the ramp due to its steep incline.

Expert authority to support idea

Craig Hospital, T.E.A.R. Hospital, the Lakeshore Foundation, and every other

cites information

rehabilitation facility that I have heard of suggest that "any ramp designed for use by a wheelchair should provide one foot of length for every inch of rise" thus yielding an incline of a little over eight degrees. It would not surprise me if the presiding ramps at

_____ High School are three times steeper than the ramp incline suggested by these

Specific language

prestigious rehabilitation facilities.

Use of experts gives subtle message that the board may be in violation of a law (appeals to interest of reader)

I would like to propose a solution to the problems addressed above. There is

Solution demonstrates logical reasoning

currently somewhat of an accessible ramp leading to the gymnasium. It leads to a door next to the girls' bathroom. If this door was open, a chair could get inside with ease.

But, this ramp is even farther from the handicapped parking space than the ramp in poor condition.

Details of solution address each aspect of the problem that the writer has described

- Provides support that is accurate enough and thorough enough to accomplish the purpose

makes
clear
what
the
reader
should
do

I propose to build another ramp from the road to the sidewalk on Glen Cove Drive, nearest to the easily accessible ramp as possible. I also propose to designate a parking space on either side of this ramp as handicapped parking. Furthermore, one of these spaces should be deemed as "wheelchair only." Your approval would greatly facilitate the ease and enjoyment of all my trips to the high school gymnasium for years to come.

Thank you for your consideration. *uses appropriate tone*

Sincerely,

• *Few errors in correctness*

Senior Student

Editorial Grades 9-12 Skills List

The writer of a competent editorial demonstrates most or all of the following skills:

PURPOSE/AUDIENCE

- shows an understanding of the reader's perspective
- writes from the perspective of an informed writer to a less-informed reader
- meets the reader's needs by adhering to the conventions of an editorial
- focuses on the purpose
- narrows topic
- writes to a reader other than the teacher
- anticipates reader's reactions, questions, lack of understanding, point of view
- writes a beginning which gives the reader some context or reason for reading the editorial
- makes it clear what the reader should know, do, and/or believe as a result of reading the editorial
- uses an individual voice and/or appropriate tone
- creates a title which captures the essence of the piece and creates reader interest

IDEA DEVELOPMENT/SUPPORT

- develops ideas which are connected to the core content of the course in which the editorial was written
- uses appropriate strategies to develop ideas
- uses information from a variety of sources
- supports ideas with facts and opinions; demonstrates knowledge of the difference between fact and opinion
- shows evidence of logical reasoning
- uses persuasive techniques
- provides support which is accurate and thorough enough to achieve the purpose of the piece

ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the editorial into paragraphs which are shorter and therefore more frequent
- uses transitions between ideas
- maintains coherence and unity
- concludes the editorial effectively

SENTENCES

- writes complete sentences
- sentence beginnings may vary but sentence structures often remain more simplistic

LANGUAGE

- chooses language appropriate to the audience and purpose
- uses specific, concise language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

CORRECTNESS

- cites references and documents sources
- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

- Frequent paragraphing
- Indicates knowledge of content

Grade 9 – Editorial

Expression or Desecration?

Title captures essence of the piece

Engaging lead

Why? Why do they do it? It makes no sense. People across the United States burn "Old Glory" (United States Flag) either as a form of protest or just for the heck of it.

Examples of desecration on appropriate language to purpose American flag include: at Bloomington, IN: 29 flags (all donated by the veterans' families) were removed from their poles and burned without any justification.

Another incident occurred in San Marcos, CA during a demonstration against Proposition 187. Individuals ignited an American flag, then when another flag was doused with lighter fluid, a student snatched the flag away in order to save the flag. Although, shortly after, he was brutally beaten as a result of his action. The act of desecrating such a sacred symbol to our country is ignorant; and inexcusable. This is why I am narrowed strongly against flag burning. *Provided context for reading*

Acknowledges My opposition takes a different stance on the issue. The opposition argues that burning the flag of the United States of America is merely an act of expression. They believe this because the first amendment of the U.S. Constitution "supposedly" gives them this right. But this statement has no validity supporting it, nor does it have any truth. This is why I firmly oppose their idea.

Transition First of all, the law clearly states that all citizens of the U.S. have the explicit right to express themselves clearly without infringing upon on

another person's rights. This statement is fully supported by the first amendment of the U.S. Constitution. By performing the act of flag desecration, flag burners infringe upon many people. Infringing meaning, damaging their emotional connection to the flag. To be more exact, the victims are the entire government of the United States of America and every citizen who respects and gazes at the flag with pride.

Transition Another reason why I consider flag burning illogical is, my opposition is basically insulting and mocking every person who has ever shed their blood for this country by burning such a sacred symbol. Flag burners would change their opinion relatively fast if they ever discussed the issue with someone that has participated in a war to preserve our way of life. *Unweaves logical & emotional appeal*

Finally, the morality of burning the flag is extremely low. In fact, it has none. Flag burners consider burning the flag only a symbolic gesture of protest. They do not seem to understand the flag is an emblem of shed blood and lost lives. Something people look for as a beacon of hope and prosperity should not be burned, but in turn, put atop a high point and admired as an icon of peace and glory.

As I have said before, I am very firmly opposed to burning the American flag for self-expression. Before taking your stand on the issue, answer this question to yourself. Would you like "Old Glory" to be changed into "Old Ashes" all in the name of expression?

Clarified what the reader should believe

NEXT LESSONS

- Document sources
- Refine use of persuasive techniques
- Use more precise words

Grade 10 - Editorial

- Although sentence beginnings vary, sentence structures are less complicated to allow for the delivery of information
- Some indication of frequent paragraphing

Title captures essence of the piece

Genetic Research, How far should we go?

Genetic research can enable us to improve on nature, but many feel it is necessary to set boundaries regarding this very complex issue. Has the power to control nature been placed in the hands of man before he knows how to handle it responsibly?

Engages reader - sets purpose

Currently there is a race taking place called the Genome Project, a 15 year effort to draw the first detailed map of every gene in human DNA. Scientists expect to be finished mapping the human

genome within the next year or two. With the entire human genetic blueprint, scientists will be able to get the best view ever into what keeps people healthy, and what makes them sick. Some doctors say that in

10 years, genetic tests will be as common as tongue depressors. All this knowledge does not come to us without a price. The same genetic information that might provide a cure for a disease may do a lot of damage. Many states have already passed laws prohibiting genetic discrimination in employment

and health insurance. A TIME/CNN poll says that most people strongly oppose human genetic engineering for any purpose except to cure disease or grow more food. A 58% majority think that altering

human genes is against the will of "God". The

people who answered the poll also put their finger on

what may be the biggest problem of the genetic age: the likelihood that the secrets hidden in people's genes will someday be used against them. A single

drop of blood would give a potential employer or insurer enough information to determine whether or not a person would be at risk of contracting a number of debilitating diseases. Of those polled,

90% think it should be illegal for an insurance company to use genetic tests to decide who to insure.

Discrimination by employers and insurance companies is only one fear that people have of genetic research. Some fear that by allowing scientists to manipulate genes, some madman could create a race of super humans to take over the world.

Sounds like a bad science fiction movie, but the premise is one that will be possible in a few short

years. Once the scientists have the information of the human genome, will they be able to resist playing with the building blocks of life? Who will be there to stop someone from ordering a genetically altered baby, one with super intelligence and good looks? If we could find the gene that makes someone a criminal, what should we do about it? When and where do we stop genetic alteration?

Many advances in science have come from the less than perfect individual. If everyone were perfect we

Details engage the reader

Reference to source

Precise word choice

Voice

Series of rhetorical questions engage reader (Persuasive technique)

would be depriving ourselves of the vast differences between people that make life interesting. Living would then cease to be a challenge since everything would come easily to everyone. It is then that I fear the drive that keeps us all going would no longer be present and people would lose their reason to exist, eventually leading to the downfall of the human race.

Indicates evidence of logical reasoning

By stating the fears one may have of genetics, I don't want to overshadow the possible benefits of this type of research. Unlocking the secrets of our genes will someday provide us with cures to many of the life threatening illnesses of our time. I believe that scientific discoveries are a natural occurrence and it is impossible to try to stop them. However, the consequences of possessing this kind of information must be thoroughly thought out. Instead of trying to curb the scientific research we should be searching for an ethical solution that allows us to continue finding ways to fight disease and human suffering through gene therapy without infringing on the rights of the individual and without using genetics for vain or cosmetic purposes.

Addresses the opposition

Transition leads to sentence that refutes the opposition

Offers viable solution

NEXT LESSONS

- Use a variety of persuasive techniques
- Use a wider variety of sources
- Develop ideas through in-depth explanation of content

Grade 11 - Editorial

- Uses a variety of sentence beginnings with less complicated sentence structures
- Persuasive technique evident in use of research, tone, voice

Free People Should Read Freely

By:

Title engages the reader

Engaging lead

Precise word choice helps indicate purpose

Relevant details (examples)

Specific, concise language

Use of reputable source

Language appropriate to purpose

Effective conclusion keeps reader focused on the topic

Each year, hundreds of books are challenged or banned in America's secondary schools. Each year, students are deprived of the knowledge these books hold inside their covers. Each year, new books are added to the list, and with it another chapter is shut on the education of our youth. *Rich language*

Censorship is by no means a new invention. Since before the birth of Christ, those in power have striven to assert their will for the "betterment" of society. Whether it be ancient Greeks condemning Socrates to death for his teachings to young Athenians or "modern" schoolboards challenging the use of *Huckleberry Finn* in the classroom, those in power have sought to suppress the tutelage of our young at their most inquisitive age.

Classic literature is being hoarded away from mainstream society. Of Modern Library's 1998 list of the Top

100 novels of the 20th century, seven of the top ten and 34 out of the Top 100 had been challenged or banned at some time in their printing life. How can a person be expected to fully gain a sense of the total understanding when over one-third of the century's greatest works have been restricted in some sense?

When the quest for knowledge is curtailed, the atmosphere stifles creativity and new ideas. The fear of rebuke plagues all those involved. Teachers are afraid to truly instruct, administrators fear public opinion, and the greatest injustice of all, writers may change content, not for artistic purposes, but to avoid controversy. Banned books will persevere, but unexpressed ideas are lost for eternity.

Literature is the mind's open market. One is free to choose from the vast selection at their own discretion. Each individual is given the liberty to parse the shelves of wisdom, selecting and embracing certain intellectual "goods" of their choosing. No one should invade on this model system. The only censure should be one's own self-judgment.

Books are not dangerous. They make you think, feel, and wonder. They make you ask questions. Everyone should be allowed the freedom to sift through every available resource and come up with their own conclusions on certain issues and events. No one person or entity should control the availability of information. Students can actually fend for themselves and make rational choices. When presented with all the information, students are able to make a logical, thoughtful conclusion based on his/her beliefs. When students begin to make these rational, intelligent decisions they become valuable and integral members of the community.

Does Our Library Censure What We Read?

According to a cross-check with Modern Library's list of the Top 100 novels of the century, 2 of the top 10 and 8 of the top 25 novels of the 20th century are not in the school's library.

"If there is a bedrock principle underlying the First Amendment, it is that Government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable." — Supreme Court Justice William J. Brennan, *Texas v. Johnson*, 491 U.S. 397 (1989)

Reliable expert source

Specific facts

Books Challenged from 1996-1997: According to International Newsletter on Intellectual Freedom

The Scarlet Letter
Nathaniel Hawthorne
(Conflicts with the values of the community)

To Kill a Mockingbird
Lee Harper
Moby Dick
Herman Melville
The Joy Luck Club
Amy Tan

Catcher in the Rye
J. D. Salinger
(Use of profanity)

Of Mice and Men
John Steinbeck
A Separate Peace
John Knowles

The Adventures of Huckleberry Finn
Mark Twain
(Racially offensive)

Little House in the Big Woods
Laura Ingalls Wilder
A Light in the Attic
Shel Silverstein
(Too funny and negative)

Uses sidebar to add details

Localizing & makes issue relevant

NEXT LESSONS

- Anticipate and thoroughly refute opposition

Frequent paragraphing

• Adheres to conventions of an editorial

Grade 12 – Editorial

The Viking Voice

January 1, 1999

Page 2

Viking Pride Battle for Lost Integrity

Title captures essence of the editorial

Engages reader through contrasting language. Sets a reason for reading.

Narrows topic & establishes a focused purpose.

Anticipates & refutes opposition's argument.

Specific language.

Supports idea w/ expert authority.

The Valhalla is a hall intended for honorable and reputable Vikings – not offensive, insulting hecklers. With the district basketball tournament on its way to our gym in February, Viking fans must understand their student rights, the regulations of the Kentucky High School Athletics Association, and their responsibility to represent _____ County maturely and tastefully. Harassing and badgering school spirit should not be exhibited at _____ County sporting events.

If a student has learned anything about our Constitution, they are aware that the First Amendment protects the fight to free expression. This information often acts as a shield for many student fans who clutch it firmly as profanities fill the majority of their taunting cheers. Unfortunately, the heckling spectators are only partially correct. The First Amendment is not absolute and the Supreme Court currently specifies at least nine

categories of “unprotected speech.” One of the “unprotected” forms of expression includes expression on school grounds that causes a material and substantial disruption of school activities.

Students’ right to ^{transition} free expression was defined further in the 1969 Supreme Court case *Tinker v. Des Moines Independent Community School District*. In the words of the Court, the *Tinker* case ruled that student speech that “materially ^{Cites} disrupts class work or involved ^{evidence} substantial disorder or invasion of the rights of others is . . . NOT immunized by constitutional guarantee of freedom of speech.”

When our student section chants “fa---t,” “fatty,” or “You s—k” to an individual athlete, then the action of singling out one person and harassing them is an unnecessary attack against them. The previously described conduct invades their rights and violates the *Tinker* standard, therefore, it can be deemed uncalled for and disrespectful.

^{Applies evidence to specific subject of editorial}

- Organization of arguments moves logically from most distant to most closely connected to readers

Paragraph serves as summary of arguments and transition to call for action

Transition

Taunting and fan misconduct is addressed also by the Kentucky High School Athletics Association by Bylaw 17 - Practice of Sportsmanship. Fans, just as athletes and coaches, must "practice the highest principles of sportsmanship and the ethics of competition." It clarifies the punishable conduct as being the use of "insulting language" and "unsportsmanlike tactics." Violations of the bylaw are typically punished by ejection from the event.

Cites authority

Appeals to reader's interest

Transition

The KHSAA regulations relate closely to a student's responsibility to represent _____ County in an honorable, dignified manner. As students, our behavior at school-sponsored events is a reflection on the quality of education and discipline we are offered at _____ County Senior High School. School spirit and pride is widely advocated by our administration and faculty, however they intend for it to be accomplished tastefully. It is not necessary, not is it the expectation of _____ County staff, that we lower our standards by publicly misbehaving and trashing opponents with vulgar slandering.

Appeals to reader's pride

Specific language contrasts w/ appeal to pride

The behavior of our student crowd at sporting events does not need to cross the line of school spirit. If heckling and verbal attacks toward players and coaches define Viking pride, the First Amendment can not provide protection and we have wrongfully acted out against the regulations of the KHSAA and expectations of _____ County Senior High School and staff.

Viking fans need to maintain pride and sprit for those who represent _____ County. Rather than bash the opponents, focus your energy toward those sporting the school colors and praise their accomplishments. It is also necessary that the faculty take a firm, consistent action against those who poorly represent our school. You may need to interact with the students and confront them with the problems as it occurs in order to acquire better conduct from the fans.

Makes clear what the reader should do

Before the Valhalla's distinguished name is completely defaced, the leaders among _____ County's student body are urged to stand out and exemplify true, admirable Viking pride.

Connects to lead

Ends w/ strong language

- Few errors in correctness

Speech Skills List & Continuum

Grades 9-12

The Speech Skills List will be added upon completion of the Speech continuum.

Please refer to the Marker Paper Submission page to submit speeches for consideration.

Grade 9 - Speech

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Grade 10 - Speech

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Grade 11 - Speech

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Grade 12 - Speech

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Suggested Professional Resources

- Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. Second Edition. Portsmouth, NH: Heinemann, 1998.
- Bomer, Randy. *Time for Meaning: Crafting Literate Lives in Middle and High School*. Portsmouth, NH: Heinemann, 1995.
- Booth, David. *Reading and Writing in the Middle Years*. Portland, ME: Stenhouse, 2001.
- Bullock, Richard, ed. *Why Workshop? Changing Course in 7-12 English*. Portland, ME: Stenhouse, 1998.
- Calkins, Lucy McCormick. *The Art of Teaching Writing*. Second Edition. Portsmouth, NH: Heinemann, 1994.
- Fletcher, Ralph. *What a Writer Needs*. Portsmouth, NH: Heinemann, 1993.
- Graves, Donald. *A Fresh Look at Writing*. Portsmouth, NH: Heinemann, 1994.
- Hansen, Jane. *When Writers Read*. Second Edition. Portsmouth, NH: Heinemann, 2001.
- Heard, Georgia. *Writing Toward Home: Tales and Lessons to Find Your Way*. Portsmouth, NH: Heinemann, 1995.
- Krogness, Mary Mercer. *Just Teach Me, Mrs. K.: Talking, Reading, and Writing with Resistant Adolescent Learners*. Portsmouth, NH: Heinemann, 1995.
- Lane, Barry. *After the End: Teaching and Learning Creative Revision*. Portsmouth, NH: Heinemann, 1993.
- Murray, Donald M. *Crafting a Life in Essay, Story, Poem*. Portsmouth, NH: Heinemann, 1996.
- Peterson, Ralph. *Life in a Crowded Place: Making a Learning Community*. Portsmouth, NH: Heinemann, 1992.
- Rhodes, Lynn K. and Dudley-Marling, Curt. *Readers and Writers with a Difference: A Holistic Approach to Teaching Struggling Readers and Writers*. Portsmouth, NH: Heinemann, 1996.
- Rief, Linda. *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, NH: Heinemann, 1992.

Rief, Linda. *Vision and Voice: Extending the Literacy Spectrum*. Portsmouth, NH: Heinemann, 1999.

Romano, Tom. *Blending Genre, Altering Style: Writing Multigenre Papers*. Portsmouth, NH: Heinemann, 2000.

Weaver, Constance, ed. *Lessons to Share on Teaching Grammar in Context*. Portsmouth, NH: Heinemann, 1998.

Wilson, Lorraine. *Write Me a Poem: Reading, Writing, and Performing Poetry*. Portsmouth, NH: Heinemann, 1994.

MARKER PAPER PROJECT
STUDENT WRITING SAMPLE

*Request for additional submissions.

Type of Writing (check one):

<input type="checkbox"/> 7 th grade article	<input type="checkbox"/> 10 th personal essay <input type="checkbox"/> 10 th grade play <input type="checkbox"/> 10 th grade persuasive letter <input type="checkbox"/> 10 th grade speech
<input type="checkbox"/> 8 th grade short story	<input type="checkbox"/> 11 th personal essay <input type="checkbox"/> 11 th grade play <input type="checkbox"/> 11 th grade persuasive letter <input type="checkbox"/> 11 th grade speech
<input type="checkbox"/> 9 th grade personal essay <input type="checkbox"/> 9 th grade short story <input type="checkbox"/> 9 th grade poem <input type="checkbox"/> 9 th grade play <input type="checkbox"/> 9 th grade persuasive letter <input type="checkbox"/> 9 th grade speech	<input type="checkbox"/> 12 th grade personal essay <input type="checkbox"/> 12 th grade play <input type="checkbox"/> 12 th grade speech

School: _____ District: _____

Teacher's Name: _____
(optional)

PLEASE FOLLOW THESE INSTRUCTIONS FOR SUBMITTING WRITING:

1. Select pieces of student writing that demonstrate good work in any of the types of writing listed above. Although high school students write many types of writing in addition to the types listed above, these are the only types of writing for which we will select Marker Papers at this time.
2. Choose pieces which have been written this year and/or in previous years. Be sure to indicate the grade level of the writer when the piece was written.
3. Complete a copy of this form and attach it to each piece of student writing submitted.
4. Submit the original or a readable copy of the piece. No pieces of writing will be returned.
5. Mail submissions to the following address by **February 28, 2003**:

Cherry Boyles
KDE Marker Paper Project
1812 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Student Signature Sheet

Date _____

I agree to allow my writing to be used for the KDE Marker Paper Project. My writing may be published as a sample of student writing which will allow teachers to see skill levels needed by students in grades 9-12.

(Student Signature)